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ABSTRACT

The purpose of the handbook is to provide a resource to teachers for integrating career education into secondary level subject areas in order to reveal to students the broad range of career possibilities and the relevance of subject matter to the world of work. The first 19 pages of the document discuss the broad objectives of the program, the articulation of career education goals, and an overview of the program's elements. The remaining 530 pages of the document consist of career education resource packets of learning activities for the following subjects: art (20 pages), business education (30 pages), foreign language (6 pages), home economics (170 pages), industrial arts (3 pages), language arts (123 pages), music (6 pages), physical education--health and leisure (19 pages), science (63 pages), social studies (67 pages), and transactional analysis (38 pages). Many of the packets include teaching suggestions and objectives and many offer forms, illustrations, testing, instruments, and resource guides. (BP)

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CAREER

SECONDARY SCHOOL CAREER EDUCATION

PACIFIC AREA

DEPARTMENT OF DEFENSE SCHOOLS

EDWARD C. KILLIN
DIRECTOR

NOVEMBER 1974

CE 004 768

R

CAREER

CAREER (kə rēr′), n. 1. progress or general course of action of a person through life, or through some phase of life ...

F carrière, racecourse

FOREWORD

Career Education in the Pacific Area DOD Schools is designed to prepare our students with necessary skills required to adapt to our rapidly changing technological society. Basic academic skills, good work habits, work values, decision making skills, and a knowledge of self are among the important objectives in our career education program.

The secondary school career education program provides many of our students exploratory and occupational training experiences through work study programs, career counseling programs, and discrete training programs.

The purpose of this handbook is to provide a resource to teachers for integrating career education into subject area disciplines in order to reveal to students the broad range of career possibilities and the relevancy of subject matter to the world of work.

EDWARD C. KILLIN
Director
DOD Schools

ACKNOWLEDGMENTS

SECONDARY SCHOOL

CAREER EDUCATION HANDBOOK

1. This handbook is designed for professional personnel concerned with secondary school education in the DOD Overseas Schools, Pacific Area. It is designed for use by all teachers in all educational programs.

2. This handbook was written during a summer workshop by a committee of District III teachers and by specialists from the Area Curriculum Center.

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Honolulu, Hawaii

Canyon-Owyhee School Service Agency
Caldwell, Idaho

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Carbondale, Illinois

Maryland State Department of Education
Baltimore, Maryland

Morrison Company Education Corporation
Little Falls, Minnesota

Bernalilio Public Schools, Career Services Center
Bernalilio, New Mexico

State of New Mexico, Department of Education
Santa Fe, New Mexico

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New York

State Board for Vocational Education
Bismarck, North Dakota

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Akron, Ohio

Tulsa Public Schools
Tulsa, Oklahoma

Springfield Public Schools
Springfield, Oregon

City of Pawtucket, Public School Department
Pawtucket, Rhode Island

Serving K-14, Statewide Career Education
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PURPOSE

The purpose of the High School Career Education Resources Packet is to provide teachers, administrators, and specialists in the DOD Dependents Schools, Pacific, with practical approaches and suggestions concerning career education and subject areas. It is designed to be a flexible too with suggested activities included to make career education an integrate part of every area of study throughout the school year. The pages of that packet may be removed for duplication or revision. Take out your staple remover and replace the staples with brads or brackets for easy access to the wealth of information provided. High School Career Education Resource Packets have been developed and distributed to all secondary teachers throughout the DOD Dependents Schools, Pacific. Resource packets for the following curriculum areas are complete.

Art
Business Education
Foreign Language
Health
Home Economics
Industrial Arts
Language Arts
Math
Music
Physical Education
Science
Social Studies

HIGH SCHOOL CAREER EDUCATION OBJECTIVES

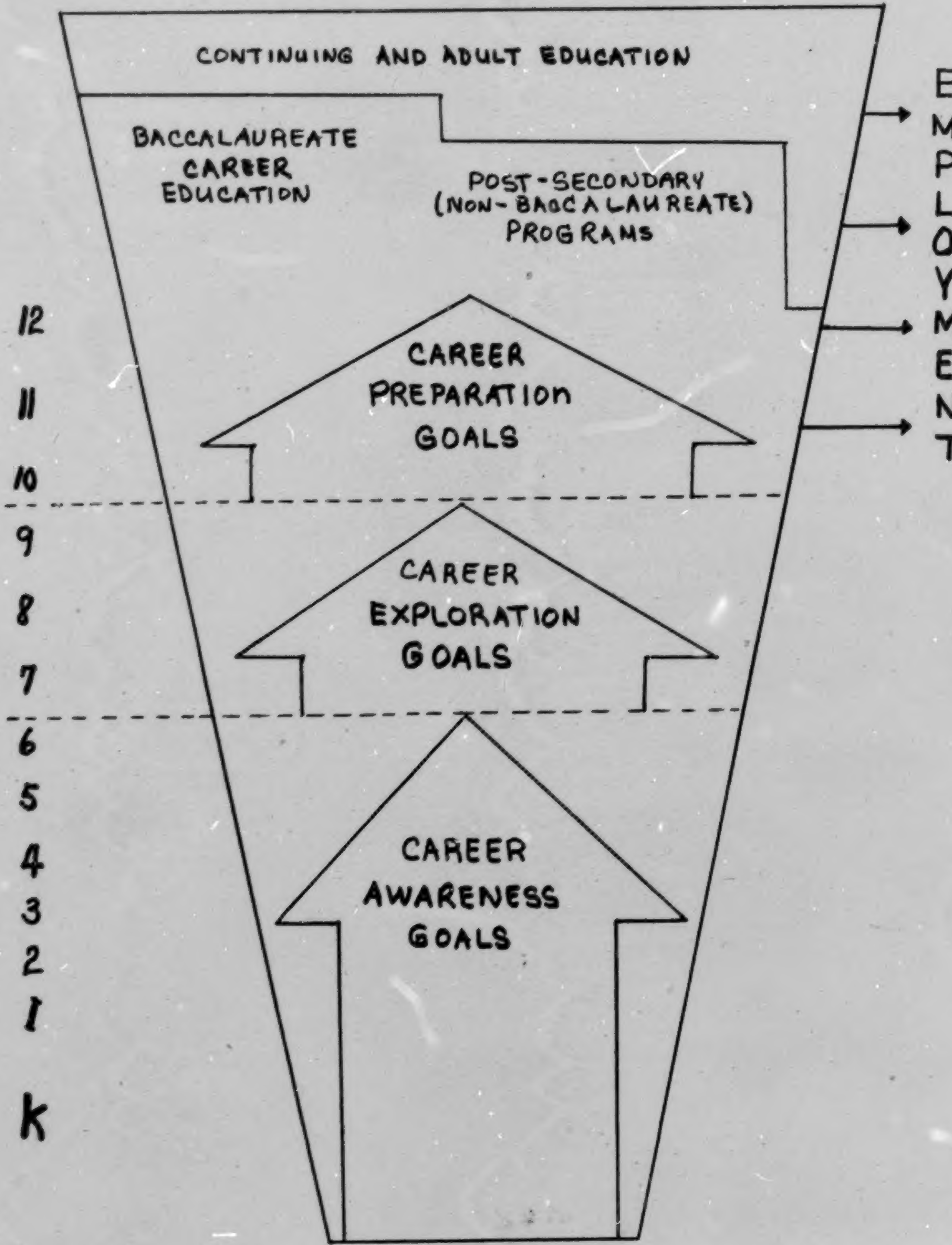
In a high school career education program the necessity of supporting the three phases of career education; career awareness, career exploration, and career preparation is mandatory. Students move through and re-enter the career development latter at different speeds and times. In order to provide a program designed to meet the needs of the student all three phases must be present.

In addition to the broad objectives of increasing knowledge about occupations and work setting, students are provided with experiences in job seeking, job application and job interviews; develop greater understanding of employer-employee relationships and other factors impinging upon the decision-making process.

OBJECTIVES:

1. To prepare youth to cope with the continuing change in the world of work.
2. To acquaint students with major occupational fields.
3. To develop understanding of the need for continued education or training needed in various career areas.
4. To point out the relationship between specific high school courses for which they can prepare a student.
5. To develop awareness of the critical need of cooperation between employers and employees.
6. To provide information regarding employment.
7. To help students assess themselves in light of interests, abilities, and personal characteristics, relative to future plans.
8. To help students make realistic post secondary plans.
9. To help students acquire the necessary information for job hunting, application and interview, or post secondary training.
10. To help students make necessary adjustments for adult living.

ARTICULATION OF CAREER EDUCATION GOALS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CAREER AWARENESS GOALS

In developing a detailed conceptualization of career education, it is necessary to identify the developmental concepts that will provide for a clear understanding of the career process. The following statements define the areas encompassing the whole of career education.

1. It is essential that each person know himself and develop a personal value system.
2. It is essential that each person perceive the relationship between education and life roles.
3. It is essential that each person acquire knowledge of the wide range of careers.
4. It is essential that each person be able to perceive processes in production, distribution, and consumption relative to his economic environment.
5. It is essential that each person be able to use information in determining alternatives and reaching decisions.
6. It is essential that each person acquire and develop skills which are viewed as the ways in which man extends his behavior.
7. It is essential that each person develop social and communication skills appropriate to career placement and adjustment.
8. It is essential that each person develop appropriate feelings toward self and others.

In turn, these key concepts provide a basis for the eight elements of career education. The following represent the elements of career education and the goals associated with each element.

EDUCATIONAL AWARENESS

The student will recognize the significance of Language, Computational and Reasoning Development, and the mastery of content knowledge as an aid to achieving Career Goals.

The student will recognize that different career directions require varying types of educational preparation.

The student will recognize that his educational experiences are a part of his career development.

The student will recognize that learning is continuous, occurring in and outside of school.

CAREER AWARENESS

The student will recognize that his career development includes progression through stages of educational and occupational experiences.

The student will understand the variety of occupations found in the world of work.

The student will understand the relationship between career and life-style.

The student will understand the way in which occupations relate to needs and functions of society.

ECONOMIC AWARENESS

The student will understand the relationship between personal economics, life-style, and occupational roles.

The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state, and nation.

The student will understand the range of social and economic benefits associated with various occupations.

DECISION MAKING

The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement a course of action.

DECISION MAKING Continuation

The student will become proficient in using resource information to make career decisions.

The student will identify and state personal goals as part of making career decisions.

BEGINNING COMPETENCY

The student will develop the skills necessary for employment in the career of his choice.

The student will develop the skills required to identify the objectives of a task, specify resqurces required, outline procedures, perform operations, and evaluate the product.

The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

EMPLOYABILITY SKILLS

The student will develop work habits and attitudes necessary for entering an occupation in the career area of his choice.

The student will recognize the implications of working, with and without supervision, idependently and with others.

The student will relate information about himself in selecting, learning, or performing duties.

APPRECIATIONS AND ATTITUDES

The student will recognize the responsibilities to himself and others when accepting a task or job.

The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

The student will recognize individual differences and become tolerant in his interpersonal relationships.

CLUSTER DEFINITIONS AND OCCUPATIONS

An Organizational Technique to Facilitate The Delivery of Career Education

In a high school career education program it is necessary to continually provide information related to career opportunities in the world of work. An understanding of the full scope of vocational possibilities is vital if the student is to set realistic goals for himself.

Providing comprehensive career information is difficult because of the complexity and diversity of the American economy. Dealing with each of the thousands of individual jobs available would be impossible. Therefore, the U.S. Office of Education has developed a cluster scheme.

Each cluster includes jobs at all levels: entry-level, skilled, technical, and professional. Thus, the cluster scheme should help student realize that all workers in one cluster, for example Health Occupations, are working together toward a common goal. The orderly, the lab technician, and the doctor each must do his job well so that the goal of good health may be attained.

Included are the career cluster wheel and a brief outline of each cluster with categories representing occupations found in each cluster. These lists of occupations are far from complete.* They merely suggest some representative fields of employment. Each teacher and class can add to the lists and adapt them to the local environment.

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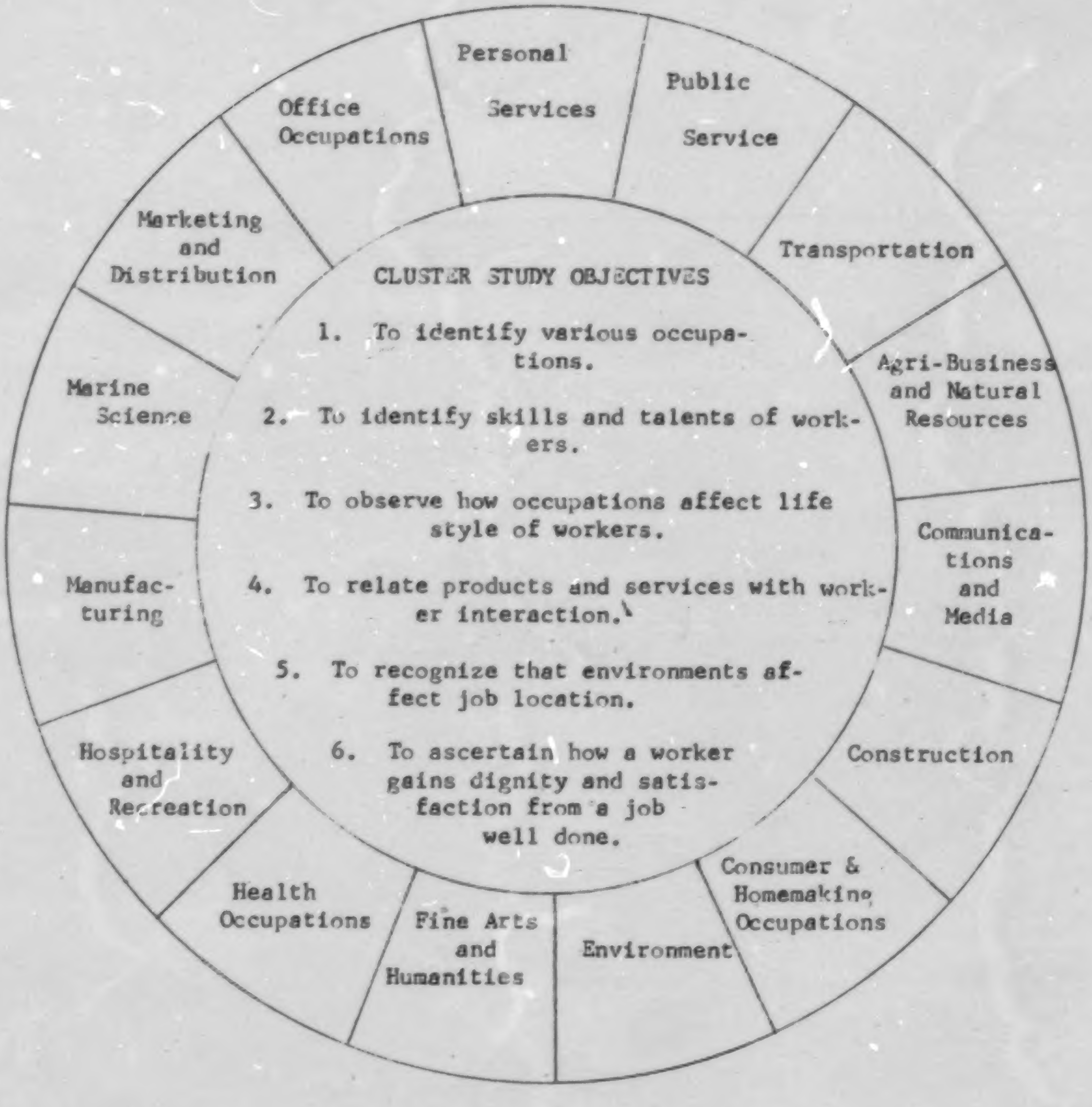
* A further break-down may be found in the K-12 Handbook.



CLUSTER STUDY OBJECTIVES

1. To identify various occupations.
2. To identify skills and talents of workers.
3. To observe how occupations affect life style of workers.
4. To relate products and services with worker interaction.
5. To recognize that environments affect job location.
6. To ascertain how a worker gains dignity and satisfaction from a job well done.

CRITERIA OF DIFFERENT LEVELS

WITHIN A GIVEN OCCUPATION

Professional

1. Important Function
2. Independent
3. Varied Responsibility
4. Deals with policy making and interpretation
5. High level of education where relevant

Semi-Professional and Managerial

1. Some Independence
2. Varied Responsibility
3. Policy Interpretation
4. High level of education where relevant

Technical and Skilled

1. Some variation in responsibility
2. Some policy interpretation and decision making
3. Special training, apprenticeship and/or experience
4. Knowledgeable in a particular skill or area.

Semi-Skilled

1. Little or no responsibility
2. Some special training, apprenticeship and/or experience

Unskilled

1. No special training and/or skill

CONSUMER AND HOMEMAKING OCCUPATIONS

Professional

Nutritionist
Dietician
County Home Economist
Research Economist

Semi-Professional and Managerial

- Executive Housekeeper
- Chef
- Manager of Cafeteria
- Food Products Tester
- Home Service Representative
- Food Inspector
- Manager

Technical and Skilled

- Baker
- Tailor
- Seamstress
- Garment Examiner
- Garment Inspector
- Director of School Lunch Programs
- Plant Hostess
- Kitchen Supervisor
- Home Lightning Demonstrator

Semi-Skilled

- Cook
- Clothing Maintenance Specialist
- Caterer
- Wardrobe Speciality Worker
- Wardrobe Mistress
- Cutter
- Checker

Unskilled

- Waiter
- Waitress
- Child Care Attendant
- Nursemaid
- Helper (cook's)
- Housekeeper
- Dishwasher

MARKETING AND DISTRIBUTION OCCUPATIONS

Professional

- Bank President
- Planning Administrator
- Public Relations Worker

Semi-Professional and Managerial

- Store Manager
- Fashion Designer
- Store Owner (Merchant)
- Newspaper Reporter
- Administration Manager
- Advertising Account Executive
- System Analysts
- Buyers
- Broker
- Escrow Officer

Technical and Skilled

- Department Manager
- Auctioneer
- Insurance Agent
- Manufacturing Salesman
- Radio-TV Time Salesman
- Travel Agent
- Real Estate Agent
- Bank Teller
- Adjuster
- Model
- Salesman
- Statistician
- Technologist

Semi-Skilled

- Retail Salesman
- Cashier
- Checker
- Interviewer
- Clerks
- Routeman
- Stock Pricer

Unskilled

- Stock Personnel
- Guide
- Comparison Shopper (Buyer)
- Inventory (Stock)
- Credit Collector
- Shipping Clerk
- Delivery Boy
- Packer

OFFICE OCCUPATIONS

Professional

Office Manager
Auditor
Certified Public Accountant
Statistician
Actuary

Semi-Professional and Managerial

Book Editor
Programmer
Account Executive
Accountant
Cashier

Technical and Skilled

Paymaster
Buyer
Secretary
Court Reporter
Bookkeeper
Stenographer
Data Processing Operator
Bank Clerk
Typist
Estimator
Legal Secretary
Medical Secretary
Copy Writer

Semi-Skilled

Office Machine Operator
Teletype Operator
Library Technician
Tape Librarian
Hotel Clerk
Shipping Clerk
Switchboard Operator
Machine Operator

Unskilled

Sorter
Marker
Addresser
File Clerk
Credit Clerk
Messenger
Office Boy or Girl

MARINE SCIENCE OCCUPATIONS

Professional

Oceanographer
Ship Designer
Engineer

Ecologist (Marine)
Zoologicalist (Marine)
Microbiologicalist (Marine)
Botanist (Marine)

Semi-Professional and Managerial

Junior Engineer
Ship Builder
Laboratory Manager

Technical and Skilled

Diver
Machinist Foreman
Ship Fitter
Instrument Maker
Mechanic
Marine Plant Grower
Fish Hatcher & Raiser

Laboratory Technician
Dredger (Off Shore)
Driller (Off Shore)
Life Guard
Ocean Fisherman

Semi-Skilled

Fisherman
Ship Builder
Apprentice Machinist
Motor Boat Mechanic
Gear Man
Caller

Seafood Processer
Seafood Packer

Unskilled

Marine Attendant
Motorboat Mechanic Helper
Machinist Helper
Lookout

TRANSPORTATION OCCUPATIONS

Professional

Aerospace Engineer
Airline Pilot
Airport Manager
Flight Engineer
Traffic Engineer
Ship Captain
Train Engineer

Semi-Professional and Managerial

Helicopter Pilot
Air Traffic Control
Chief Mate
Station Master
Pipe Line Superintendent

Technical and Skilled

Aerospace Technician
Airline Dispatcher
Airline Stewardesses/Stewards
Traffic Agent
Air Mechanic
Brakeman
Driving Instructor
Long Distance Truck Driver
Ship Pilot
Dispatcher
Ticket Agent
Second Mate

Semi-Skilled

Auto Body Repairman
Auto Mechanic
Airline Mechanic
Busdriver
Merchant Seaman
Railroad Telegrapher
Boatswain
Third Mate
Purser

Unskilled

Taxi Driver
Longshoreman
Stevedores
Track Worker
Chauffeuer
Blacksmith
Lubrication Man
Gasoline Station Attendant
Utility Man
Toll Collector
Car Checker

AGRI-BUSINESS OCCUPATIONS

Professional

Agricultural Economist
Agricultural Engineer
Crop Scientist
Wildlife Manager
Geologist
County Agent
Soil Scientist

Semi-Professional and Managerial

Agricultural Communication & Public Relation Worker
Rancher
Seismograph Computer
Spectroscopist
Smoke Tester
Air Analyst
Food Technologist

Technical and Skilled

- Forest Technician
- Dairy Technologist
- Dairy Farmer
- Coal Miner
- Farmer
- Inspector
- Nurseryman
- Tree Surgeon
- Butcher
- Animal Trainer
- Salesman

Semi-Skilled

- Dairy Industry Worker
- Mining Worker
- Game Warden

Unskilled

- Cowboy
- Farm Laborer
- Meat Packer
- Saw Mill Worker
- Poultryman
- Gardener
- Greenskeeper
- Logger

CONSTRUCTION OCCUPATIONS

Professional

- Civil Engineer
- Architect
- Aeronautical Engineer

Semi-Professional and Managerial

- Building Contractor
- Surveyor
- Draftsman

Technical and Skilled

- Cost Estimator
- Salesman of Material
- Building/Site Inspector
- Engineering Assistant
- Foreman
- Carpenter
- Plumber
- Electrician
- Pipefitter
- Riveter
- Brick Mason
- Iron/Structural Steel Worker
- Roofer
- Glazier
- Stone Mason
- Welder
- Machinery Operator
- Plasterer

Semi-Skilled

- Bricklayers Tender
- Oiler
- Greaser
- Paperhanger
- Diesel Mechanic
- Construction Helper
- Floor Covering Installer

Unskilled

- Laborer
- Scaffoldman
- Hod Carrier
- Rigger

MANUFACTURING OCCUPATIONS

Professional

- Industrial Designer
- Industrial Engineer
- Industrial Manager
- Fashion Designer
- Draftsman
- Engineer

Semi-Professional and Managerial

- Air Conditioning Engineer
- Atomic Energy Technician
- Chemical Technician
- Space Analyst
  - Buyer
  - Seller
- Industrial and Labor Relations Worker
- Industrial Hygienist

Technical and Skilled

- Air Conditioning Technician
- Millwright
- Machinist
- Lather
- Foreman
- Boilermaker
- Mechanic
- Welder
- Cement Mason
- Custom Tailor
- Dressmaker
- Inspector
- Pattern Maker
- Sign Designer
- Toy Designer
- Upholsterer
- Electroplater
- Electrician
- Machine Operator
- Mechanic
- Instrument Repairman

Semi-Skilled

- Asbestos & Insulation Worker
- Assembler
- Structural Worker
- Die Maker
- Tool Maker
- Repairman
- Iron & Steel Worker
- Leather Mfg. Worker
- Sheet Metal Worker
- Machine Operator
- Pipefitter
- Plumber
- Seamstress
- Gunsmith
- Blacksmith

Unskilled

- Assembly Worker
- Book Binder
- Yardage Caller
- Canning Worker
- Dry Cleaning Worker
- Warehouse Checker
- Shipping Clerk
- Receiving Clerk
- Laborer
- Maintenance Helper
- Shipper

PUBLIC SERVICE OCCUPATIONS

Professional

- City Administration
- Sociologist
- Counselor
- Judge
- Psychometricist
- College Administrator
- City Manager
- Occupational Therapist
- Parole Worker
- Political Scientist
- Secret Service Agent
- School Superintendent

Semi-Professional and Managerial

Teacher
Social Worker
City Manager
Cooperative Extension Worker
Guidance Counselor
Internal Revenue Agent
Safety Engineer
Speech Correctionist

Technical and Skilled

Custom Inspector
Civil Service Worker
Policeman
Mailing Supervisor
Shipper
Fire Warden
City Planner

Semi-Skilled

Postal Clerk
Guard
Sheriff
Rural Mail Carrier
Metal Reader
Technician

Unskilled

Mail Sorter
Alarm System Worker
Watchman
Washroom Attendant
Garbage Collector
Laborer

HEALTH OCCUPATIONS

Professional

Hospital Administrator
Surgeon
Physician
Dentist
Veterinarian
Nursing Administrator
Pharmacist

Semi-Professional and Managerial

Dietitian
Registered Nurse
Public Health Sanitarian
Social Worker
Speech & Hearing Therapist
Sanitary Engineer
Dental Hygienist

Technical and Skilled

Dental Assistant
Medical-Illustrator
Medical Record Librarian
Medical Secretary
Radiologist
Medical Technologist
Inhalation Therapist
Licensed Practical Nurse

Semi-Skilled

Laboratory Technician
Laboratory Assistant
Practical Nurse
Personnel Worker
Ambulance Attendant

Unskilled

Nursing Aide
Orderly
Janitor
Garbageman
Ambulance Driver

FINE ARTS AND HUMANITIES OCCUPATIONS

Professional

- Conductor
- Band Director
- Curator
- Instrumentalist
- Composer
- Opera & Concert Singer
- Ballet Dancer
- Artist
- Producer
- Playwrite
- Actor
- Actress
- Director

Semi-Professional and Managerial

- Teacher
- Dancer
- Film Writer
- Singer
- Interior Designer
- Script Writer
- Free Lance Writer
- Linguist

Technical and Skilled

- Choreographer
- Film Editor
- Photographer
- Fashion Designer
- Commercial Artist
- Cartoonist
- Set Designer
- Technician

Semi-Skilled

- Cameramen
- Assistant Technician
- Instrument Tuner
- Property Aide

Unskilled

- Stagehand
- Usher

ENVIRONMENTAL OCCUPATIONS

Professional

- City Planner
- Ecologist
- Geologist
- Geo-Physicist
- Oceanographer
- Physicist
- Chemist
- Astronomer
- Paleontologist
- Biochemist
- Meteorologist
- Botanist
- Zoologist
- Geneticist
- Anthropologist
- Landscape Architect

Semi-Professional and Managerial

- Park Ranger
- Forester
- Game Warden
- Conservationist

Technical and Skilled

- Technician
- Science Writer
- Technical Writer
- Fire Fighter (Forest)
- Tree Surgeon

Semi-Skilled

- Tree Trimmer
- Wildlike Manager
- Fisherman
- Lumberman
- Pest Control Operator

Unskilled

- Animal Keeper
- Forestry Aides

COMMUNICATION AND MEDIA OCCUPATIONS

Professional

Producer
Director
Editor (film & paper)
Actor
Actress
Writer

Semi-Professional and Managerial

Radio-Television Announcer
Reporter
Program Director
Public Affairs Director
Journalist
Artist
Cartoonist

Technical and Skilled

Broadcast Technician
Cable Splicer
Operator
Lineman
Disk Jockey
Photographer
Audio Engineer
Cameraman
Reporter

Semi-Skilled

Compositor
Printing Pressman
Copywriter
Telephone Installer
Telephone Operator
Teletype Operator
Radio-Television Serviceman
Jobber
Lay Out Man
Morse Operator
Telefax Clerk
Engraver
Typesetter
Projectionist
Salesman

Unskilled

Newspaper Vendor
Newspaper Carrier
Public Utilities worker
Wardrobe Mistress
Prop Man
Wirephoto Operator

HOSPITALITY AND RECREATION OCCUPATIONS

Professional

Professional Athletic
Athletic Coach
Hotel Manager
Motel Manager
Chef
Athletic Director

Semi-Professional and Managerial

Restaurant Manager
Theater Manager
Instructor
Athletic Director
Travel Counselor
Salesman

Technical and Skilled

Superintendent of Service
Tourist Director
Bar Tender
Receptionist
Cook
Floorist

Semi-Skilled

Travel Clerk
Desk Clerk
Camp Counselor
Wine Steward
Hotel-Motel Worker
Motion Picture Projectionist
Bell Captain
Carver
Chairwomen
Chambermaid
Time Keeper/Score Keeper

Unskilled

- Camera Girl
- Elevator Operator
- Grounds Keeper
- Gardener
- Maid
- Doorman
- Bus Boy
- Waiter-Waitress
- Caddy
- Car Hop
- Dish Washer
- Bellman
- Rack Clerk
- Key Clerk
- Mail Clerk
- Red Cap

PERSONAL SERVICE OCCUPATIONS

Professional

- Rabbi
- Clergyman
- Priest
- Criminologist
- Lawyer
- Director
- Mortician
- Veterinarian

Semi-Professional and Managerial

- Detective
- Funeral Director
- Manager
- Food Technologist

Technical and Skilled

- Barber
- Beautician
- Governess
- Upholsterer
- Photographer
- Embalmer
- Investigator
- Technician
- Animal Trainer

Semi-Skilled

- Waiter
- Waitress
- Shoe Repairman
- Watch Repairman
- Butler
- Home Appliance Serviceman
- Office Machine Serviceman
- Cemetery Manager
- Repair Estimator
- Manicurist
- Wig Dresser
- Masseur
- Bailiff
- Measurers

Unskilled

- Service Station Attendant
- Houseman
- Caretaker
- Parking Attendant
- Grave Digger
- Laundry Worker
- Valet
- Baggageman
- Ironer
- Presser
- Exerciser

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INTRODUCTION

Wyatt Cooper's foreward to the Gloria Vanderbilt Book of College begins:

> "Artists are different from you and me. They see more for one thing. They dig deeper. They feel more acutely. An artist is a brave and foolish creature of extraordinary perception and overwhelming response, and there's not much he can do about it. He is struck dumb by things that we pass by without a glance. He is filled with reverence by the sight of the light passing through the green of a tree, and he can trace the rivers of time in the veins of a leaf. He finds all spectacle in the smallest flower and all simplicity in the sunset. He sees divinity in a passing ant and eternity in a moment. He knows the sweetness that is in the clouds and music that is in the lightning. Sky, land, mountains, rivers, all are his because he perceives them best, he is a part of everything that grows, of all water that flows; he is reborn with every birth and he dies with every death. The artist is consumed by a greed for life, and life rewards his devotion with grandeur and with pain. It rewards him with agonies and with revelations that the rest of us know not of. He is on intimate terms with the universe and he moves to its own strange, sad, and majestic harmony. He hears the sound of all mankind in the stroke of one arm. He sings of what is unknown, he celebrates that which is unknowable, and what is not he holds in the palm of his hand. He is all hunger and passion, feeding of mystery. He lives for fractures of a vision, and he survives on the capture of transient moments. He is compelled to try to give form and permanence to what is formless, impermanent, and eternally elusive. He is compelled to define the undefinable, translate the untranslatable, and explain the inexplicable. He struggles on from failure to failure, all lust and fire and anger and soul and sensation, always searching after some siren song of the spheres, forever feeling about for the pulse of the earth, and now and then he will do some little something that is just a bit, in part at least, not totally removed from what he'd hoped for.
>
> It may be true that the artist is unlike you and me. Or it may be that he is just like you and me, only more so."

It is the role of the Art Specialist, to lead students to the only more so stage, recognizing the artist in everyone.

It is hoped that the following compilation of activities, from many sources, will be of assistance in and program to provide awareness of the multiplicity of careers benefiting from, or the direct outgrowth of, that Artists world, which has been and constant source of self-fulfillment and pleasure to you, and to which you have dedicated your own choice.

GUIDED FANTASY

Purpose: To aid the student in the career exploration process to either reinforce the expressed goal or recognize the incongruency of the expressed goal or choice.

Activities: After the class members relax with eyes closed, they are asked to imagine the following events during a work day as the teacher suggests the following stimuli. The teacher should pause between statements to give students sufficient time to reflect on their mental images.

Setting: You are to see yourself in the following situations. Close your eyes. It is six years in the future. (Pause) You are just waking up. (Pause) How do you feel about getting up and going to work? (Pause) You get up and get dressed for work. (Pause) You are eating breakfast. (Pause) Who is there? (Pause) You leave to go to work. (Pause) To whom do you say goodbye? (Pause)

Noon: It is lunch time. (Pause) Where do you eat? (Pause) Do you eat alone? (Pause) If not, with whom are you eating? (Pause)

Work: You are back at work now. (Pause) How do you feel now? (Pause) Your supervisor told you, "You are late". How do you feel? (Pause) Your supervisor told you, "Your last assignment is not up to standard". How do you feel? (Pause) A fellow worker just became angry with you. How do you feel and what do you do? (Pause) A fellow worker just took credit for a project on which you had done the major portion of the work. How do you feel and what do you do? (Pause) You have just been told that your work is highly satisfactory. How do you feel? (Pause) You have just been told that you have been promoted to a job that will entail much more responsibilities on your part. How do you feel and what do you do?

Home: You are now leaving work to go home. How do you feel? (Pause) What are your thoughts as you travel home? (Pause) You are approaching your front door. How do you feel? (Pause) Who meets you? (Pause) What is your home like? (Pause) You are eating dinner. With whom are you dining and how do you plan to spend the evening? (Pause) It is now time to go to bed. How do you feel about the day? (Pause) It is the following morning. How do you feel about repeating the activities of yesterday? (Pause)

End: We are now done with the career fantasy trip. Open your eyes and let's talk about your experience. At this point, a discussion occurs.

The interaction of the students when they talk about their fantasies is often enthusiastic and the students are intrigued and surprised by the results. Crucial to the success of this technique is the content of the fantasy. The need is for personal-social guidance as well as occupational guidance. Therefore, the fantasy needs to touch upon many activities of a typical day; a life style approach, aspirations, expectations, etc. It is important, for a career choice, may be elicited more often and more clearly in the guided fantasy trip than with direct vocational counseling techniques.

ENJOYMENT PROFILE

Purpose: To make the students aware of activities that they enjoy doing, which may serve as a guide to career selection.

Activities: Have the students number from 1 to 10 down the page. They are then to list ten activities that they enjoy doing. (These may be work or play activities). After the students have listed the ten activities, they are to go back and consider elements of the activities, in the following manner. In column 1, go down the list of activities and put M or N for each activity.

M indicates that money is needed to do the activity. N indicates that no money is needed to do the activity. Column 2 should be marked A or P. A indicates an activity that can be done alone and P an activity that requires people. Column 3 should be marked with either an L or W. L indicates a leisure time activity and W a work time activity. Column 4 should be marked with an O or U. The O indicates that others like the activity, the U that the activity is unique to the person. Column 5 should have the date the activity was last done, e.g. yesterday, last year, etc. The Enjoyment Profile is an activity that may be used as a basis for discussion of personal likes and dislikes as well as other factors that relate to self exploration, pointing out significant areas for the student in self-understanding.

The student will write a paragraph on "What work means to me".

Having made a vocational choice in a career field, the student will list the job requirements for steps of advancement in his chosen area.

The student will construct a "career ladder" for an entry-level worker. The students will invite a successful businessman or woman who started at an entry-level job, in the students career interest area, to speak to the class on how they moved up the career ladder.

In terms of his career choice, the student will research the economic advantages of a selected area, and compare these advantages with alternate choices in terms of his goals.

Student will prepare a priority list of his values and determine the career area which most closely relates to his value system.

After identifying clustering criteria based on their skills and interests, students will prepare a portfolio of job clusters which will assist them in making career choice.

The student will chart chronologically the technological development within his career interest area and through research list the current employment opportunities and task requirements (e.g., teaching, industry, technicians in the area of interest).

The student will discuss the results of work stoppage by all members in his career interest field and list the goods and services that would be affected.

Students will design their own special projects in collaboration with the instructor, which will reflect the type of work performed in the career area of their choice.

The student will identify the minimal level of satisfactory performance for his career area in speech patterns, spelling, handwriting, and grammar, in addition to the specific skills and techniques of the career area, and plan courses for high school or beyond that which would meet his educational needs.

The students will prepare a large panorama or diorama to depict growth in demand for the utilization of the career interest area over the past fifty years. Indicating the rate of escalation by year and number, each student will research and illustrate his selected item to contribute to the total panorama/diorama.

The student will select an area of technological development in a selected career interest area, and show how it has affected occupational choice and leisure time.

The student will write a personal anecdote describing at least one work experience either in the school or in the community. Class discussion of the implications of this experience may aid in career selections.

The student will debate "How important is money in choosing a career?".

Based on his work experiences and current interests, the student will evaluate his own characteristics and write how these characteristics will influence his future work. He will file this report in his personal file for planned reevaluation one year later.

The student will determine with help of guidance counselors and subject area teachers the educational requirements needed to realize the fulfillment of his choice of a career.

The student will write a paper projecting what he expects or would like his future life style to be and analyze his chosen career in terms of fulfilling his needs.

The student will write a description of himself working in his preferred occupation ten years from now.

The student will develop a display, a demonstration or a talk on the career area of his choice.

The student will select an occupational and through research, diagram the benefits incurred from this occupation. He will also chart the benefits of another occupational interest and compare and contrast the two.

After analyzing his personal values and making his career choice, the student will evaluate the compatibility of the two.

The student will research how current trends and resulting demands may affect job opportunities.

The student will write a descriptive paper on "What has Been, What is now and What will Be" in the career area of his choice.

The student will write a paper on "My Life Goals" and analyze how his career will enable him to achieve those goals and enhance his positive self concept.

The student will interview successful persons in his career area to determine if their achievement is greater becuase of satisfaction with their work.

The student will write a fictitious autobiography entitled "My Life As A ____________".

The student will interview persons in his proposed career areas in order to get these people's evaluation of how their own self-satisfaction has been affected by their career choices. Oral critical analysis participated in by all class members could follow each oral report.

Students will work as news writers, preparing articles on careers for submission to local papers and radio stations and for feeder elementary and junior high schools.

The student will write an historical perspective of his occupational interest and the influence that have led him to his career choice.

The student will write a job analysis for an occupation of his choice and list his strengths and weaknesses in relation to that job.

Given an imaginary situation where an employee receives a notice that his job will be eliminated at the end of the month, the student will list those skills he has now and those he will need in order to obtain another job.

Using reference tools (such as the Dictionary of Occupational Titles and Manpower Studies), the student will research occupational trends and write a paper identifying the skills and knowledge he has acquired which will help him keep pace with these trends.

After evaluating his self characteristics in terms of his work experience, the student will write a critical analysis of how these characteristics may or may not aid him in his future work. Unless the Art Specialist makes a deliberate attempt to acquaint students with the nearly unlimited number of careers, dependent, in some degree, upon aesthetic awareness, and to be improved by competency in art skills, many students, of limited experiential and cultural backgrounds, may overlook that special area to which they are uniquely fitted.

Here for consideration, is a partial list of occupations to stimulate discussion. How many more can students suggest? What is the level of competencies needed to enter each, and to progress within the field?

Antiquarian
Museologist
Art Appraiser
Buyer
Display Designer
Art Historian
Commercial Artist
Art Director
Color Expert
Set Decorator
Scenic Arts Supervisor
Silhouette Artist
Cake Decorator
Interior Designer
Interior Decorator
Architect

Architectural Designer
Layout Artist
Landscape Designer
Cosmetologist
Commercial Photographer
Portrait Photographer
Engraver
Etcher
Wallcovering Designer
Floorcovering Designer
Fabric Designer
Color Coordinator
Graphic Artist
Archaelogist
Anthropologist
Cultural Anthropologist

Potter
Ceramics Engineer
Weaver
Sculptor
Furniture Designer
Marine Architect
City Planner
Recreation Director
Haberdasher
Hair Stylist
Boutique Owner
Greeting Cards Designer
Poet
Liturgical Artist
Illustrator
Cameraman

It is hoped that the Art Specialist will acquaint students with means to research occupational trends. An example of current analysis of significance to students considering careers in the Arts, is this extract from the Summer 1974 Occupational Outlook Quarterly.

Design Occupations	Estimated Employment 1972	Average Annual Openings	Employment trends and Prospects
Architects	37,000	3,300	Favorable employment opportunities. Most redevelopment and environmental design and planning projects. Number of job openings in established architectural firms and opportunities for starting a private practice should grow more slowly.
Commercial Artists	60,000	3,400	Favorable employment prospect for those well-qualified. Young people with only average ability and little specialized training should face keen competition and have limited opportunities for advancement.
Displaymen (Retail Trade)	33,000	2,000	Moderate employment increase.

Industrial Designer	10,000	400	Those with a degree in designing may face competition from other talented persons with engineering or architectural backgrounds. Employers, however, are expected to actively seek applicants with a design degree outstanding talent.
Interior Designers	18,000	1,000	Competition for beginning jobs. Best job prospects for talented art school or college graduates majoring in interior design. Those with less talent or without formal training likely to face keen competition.
Landscape Architects	12,000	1,100	Favorable employment opportunities for those with professional training. More emphasis on urban and regional environmental planning and a better standard of living for an increasing segment of the population should expand opportunities.
Photographers	77,000	2,750	Good opportunities in the rapidly growing technical fields, such as scientific or industrial photography and photojournalism. Portrait and commercial photographers should face keen competition.
Urban Planners	12,000	800	Very good prospects for those with training in city and regional planning. Construction of new cities and towns and urban renewal projects are expected to spur demands for these workers.

SUGGESTED ACTIVITIES TO INCREASE CAREER AWARENESS IN ART

The student will identify and list historically the technological development in an art career interest area and through research illustrate how man's needs and desires caused this development.

Students studying interior design will study model homes to view various techniques in the art of decorating. The students will design and decorate a model home and explain how they used their creative ability and technology to accomplish the task.

The student will study the art work of various countries (e.g., Soviet Union, Spain, United States, and Sweden) and give examples of how and to what extent artists are supported in these countries both economically and philosophically.

The special art student will study advancement possibilities in the art area of his choice and speculate upon economic and technological changes that may affect tentative career choices.

Through interviews, reading or media, the student will determine the economic rewards and incentives of an art's related area and compare this with his own goals.

The student with special area art interests will list the contributions his career area makes to national productivity and evaluate these contributions.

The student will research and report on how one's art-related career contributes to the nation's wealth and productivity.

The student will research projects involving specific art materials to determine the content or possible content of dangerous elements; then investigate the manufacturer to find out what protective laws enable the producer to make available his materials.

The student will experiment with new materials and will explore the kinds of products and occupations that may be created from them (e.g., teflon, industrial construction, and science oriented products, their uses and possible application as an art medium.)

The students will investigate different occupations in the art field in terms of reward structure and analyze one specific occupation to assess to which it will provide security.

The student will appraise various occupations in the art field and compare them with his system of values.

Based on results of interest and ability examinations, discussion with school counselor, and study of various art occupations, the student will select courses that would prepare him for an art career.

The student will develop humorous drawings showing various work situations in which he is interested. He will be urged to pinpoint their specific characteristics and exaggerate them; then analyze his feelings about these characteristics as applied to him.

The student will discuss in class what might happen to society if workers in various arts related jobs withheld their services, and debate the justication for such action.

After completing a specific art activity such as poster art, the student will observe how this media has risen to prominence at given periods in history and relate how it might have been affected by changing customs, traditions, and attitudes.

The student will compile his art work and develop a portfolio that would serve as an entrance requirement for college, professional art school, or presentation to a prospective employer.

The student will trace the development of a new material (i.e., plastic, acrylic paints, polyester fibers, epoxy paint, vinyl materials) and analyze its impact on the art world.

Students will assist in preparing school or private art exhibits.

Students will plan and carry out special beautification projects for their school and community.

After developing a clean-up campaign of an area such as the school grounds, the student will posters advertising this campaign.

After visiting hospitals, government buildings, nursing homes, and industries to evaluate how art was used, students will create a plan to use it more efficiently.

In an art history research project, the student will trace the development of various tools and techniques that are used by artists, placing the emphasis on the impact of such developments on the artists work.

Researching art methods, the student will choose an art method he has never tried. After using this method to make a project, he will then evaluate the degree to which basic skills were used in the project.

Students will investigate the contributions of the art world to occupational, institutional, and home environment.

The student will identify technological developments in science (e.g., fast drying paint, weed killer, and aerosol cans) and relate to the class the affects these developments will have on work in his career area. The student will also make projections as to the leisure time activities affected by these same developments.

The student will complete art activities that reflect the tasks of a particular occupational choice. For example, anatomical drawings are suited to a wide range of occupations such as fashion design or medicine. Such activities could provide a sound base of practical experience for a number of occupational choices.

The student will choose a research project in an art field such as advertising and list and define all the jobs that are necessary to create and execute a piece of advertising material. The clustering criterion might be the steps involved in creating and using a piece of advertising material.

The student will investigate the various positions available within the art career area. (e.g., landscape architect, landscape designer, gardener). (Student may take into account the amount of education, training and experience necessary to function at a given level within his career choice.) Then he will chart the economic incentives of these position.

As a part of a unit on cartoons consider the possibilities for jobs in each of the following places:

a. industry
b. educational institutions
c. newspapers
d. magazines
e. advertising agencies
f. television studios

Student may also draw a cartoon which portrays a certain attitude toward work. These can be used as career awareness bulletin board displays throughout the school.

Students will trace the changes in mural painting from early paints, colored plastics, and metals.

Through school display and school or community art shows, the student will use available resources and technology to express how these interplay in a chosen career area.

Given opportunity to gather data by using various methods (films, T.V. shows, in-plant visitations, resource personnel, correspondence, industrial literature), the student will develop a profile (oral report, scrapbook, research paper, tape, slide presentation, panel discussion) on the working environment of his chosen career area.

Given a basic element such as cotton seed, the student will trace the technology involved in the transformation of seed from plant to fabric to clothing and the role the creative mind has played in such transformation, assessing the contributions made to man's needs and desires.

CERAMICS

Were the Art Specialist to provide a broad approach to the awareness of ceramics as a career choice, quantity production for commercial utilization must be studied. Since most will, perhaps, not wish to expend much time on other than a true craftsman-potter approach in the classroom, some of the following steps to provide and sequential understanding of the elements involved in quantity production might be presented to the class, to be followed by visits to a commercial potter where possible, or to the ceramics hobby shop.

Specific Objective: To have the student understand the process of slip casting and develop a knowledge of ceramic vocabulary for future exploration for hobby or profit.

Activity and/or Content:

Discussion and step-by-step demonstration of slip casting. Things to explain:

1. Dust and clean molds
2. Band molds
3. Mix clay
4. Strain clay
5. Pour clay
6. Time kiln--explain humidity and atmospheric pressure and how they will cause dampness in molds.
7. Pour off excess clay in molds
8. Glazing
9. Timing--see above
10. Remove cast from molds
11. Scrap and sand
12. Choose mold
13. Safety--do not get clay in eyes
14. Vocabulary:
    a. Slip
    b. Fettling
    c. Bone dry
    d. Casting
    e. Atmospheric pressure
    f. Vitrification point
    g. Greenware
    h. Bisqueware
    i. Nichrome metal
    j. Tripod
15. Proper clothing to wear
    a. Apron
    b. Remove all jewelry
    c. Wash clay off hands immediately
    d. Wear old clothing

Specific Objective:

To correctly teach the student to mix clay to the right consistency and prepare for pouring.

To have the student gain a knowledge of the pouring and timing process of slip casting and how it also relates to industrial uses.

To have the student understand the correct way of sending and fettling greenware.

Activity and/or Content:

Preparing clay:
1. Slip
2. Water
3. Large tub or waste basket
4. Electric drill and stirring paddle
5. Straining - funnel with 80 gauge mesh wire for straining.

Pouring and Timing:

1. Pair off to work together. This process requires one student to vibrate the mold while another student pours the slip. The slip must be continuously poured as the mold is being vibrated. This alleviates air bubbles.

2. Let set 5 to 15 minutes in mold-timing, determined by the amount of dampness in the mold. Atmospheric pressure and humidity also determine the amount of time required.

3. Pour off excess slip.

4. Let shell set in mold from 1 to 3 hours (depending on above conditions).

5. Remove from mold by dissassembling mold

6. Let greenware set 24 hours in a well ventilated area until it is bone dry.

Fettling greenware:

1. Fettling knife

2. Sandpaper - fine

3. Sand and scrape down the seams left by the molds. Smooth off rough edges and spots.

Specific Objective:

To teach the student the responsibility of cleaning up the materials that they used in their project.

To have the student understand the firing and vitrification process of how other jobs involve the same processes.

To teach the student the proper procedure for glazing ceramics.

Activity and/or Content:

Clean-up:
1. Disassemble each mold.
2. Clean each mold with wet sponge.
3. Put molds back together but do not place the bands around them.
4. Place in storage cabinet.
5. Clean brushes and store.
6. Put all fettling knives and tripods in proper storage place.
7. Wipe out kiln.

Kiln firing and cooling:
1. Store compactly in kiln.
2. Fire at 1800 degrees--vitrification.
3. Fire from 4 to 6 hours depending on the number.
4. Turn kiln off and let gradually cool for 12 to 24 hours.

Pack kiln.

Lock and set kiln.

Discuss how careers in manufacturing involves similar kiln firing processes.

Cleaning and replacing in kiln:

1. Apply glaze by brushing, dipping, pouring or spraying.
2. Place in kiln on tripods. This time ceramics cannot touch any thing except the tripods.
3. Things needed:
    a. Glaze
    b. Brush
    c. Tripods

Specific Objective:

To have the student understand the correct procedure for product finishing.

Activity and/or Content:

Product Finishing:

1. Fire at 1800 to 2400 degrees from 12 to 24 hours.
2. Cool 24 hours - remove from kiln at end of 24 hours.
3. Grind down spurs left on bottom by tripods.

Evaluations:

Check for right consistency of clay.

Check straining process.

Observe pouring process.

Check project for smoothness.

Teacher Observation:

The teacher will check for proper kiln storage to see if students arranged it for best results.

Evaluations:

Evaluate the glazing process for proficiency in the application.

Evaluate the finished product for quality.

DRAFTING

DRAFTING, the graphic language of industry, is an interesting and challenging occupation. The draftsman is a technician who transforms ideas and calculations furnished by engineers, architects and designers into precise drawings - complete, accurate working plans - which are then used by skilled craftsmen in making the desired object.

NECESSARY ABILITIES - The draftsman must be creative, imaginative, and intelligent. He must have the ability to visualize objects in three dimensions and to do freehand drawing. Speed, accuracy, neatness, and attention to detail are important traits. He must have an aptitude for mathematics and science. Keen eyesight, steady hands and fingers, and a high degree of dexterity and muscular coordination are required for success in this field.

EMPLOYMENT for which a graduate may qualify: drafting position in construction companies, manufacturing companies, engineering and architectural firms; local, state, and federal agencies.

TRENDS - Drafting is a constantly expanding occupational field. Because of the continued expansion in manufacturing and construction, the occupational outlook for the future in the drafting field is exceptionally good. Job prospects for the skilled draftsmen are excellent throughout the nation. The need for competent draftsmen on the engineering team - especially in electronic and electro-mechanical drafting - is growing and will continue to grow in years to come.

OPPORTUNITIES FOR ADVANCEMENT - are limited only by the desire, ability, and ambition of the draftsmen. As draftsmen gain skill and experience, they may advance to higher level positions as checkers, detailers, senior draftsmen, or supervisors of other draftsmen. Some may become independent designers. Some draftsmen who take courses in engineering and mathematics are able to transfer to engineering positions.

INTERIOR DESIGN AND INTERIOR DECORATION

I. To develop an awareness of the importance of Interior Design and Decorating in the world of work.

II. To acquaint the student with the various skills and training involved in an Interior Design and Design Career.

III. To develop an awareness of job opportunities in Interior Design and Decorating.

Specific Objectives:

The student will be able to gain knowledge of the importance of Interior Design and Decoration in business facilities.

The student will be able to gain comprehension of the benefits that come from using the services of an Interior Design or Decorator.

The student will be able to gain comprehension of job possibilities in Interior Design and Decorating.

Activity and/or Content:

Clipping pictures from magazines.

Visual and oral reports.

Field trip to business firms to observe the decor of each.

Written summary stating ten advantages for correlating each aspect of the room setting.

Classroom discussion and study on careers and level of employment.

The student will demonstrate comprehension of job possibilities by listing the various job ladders or career progression possibilities for jobs in each occupational area and making charts to show advantages and disadvantages for each job ladder or career progression.

Specific Objectives:

The student will be able to gain knowledge of the importance of Interior Design and Decorating in Commercial establishments.

The student will be able to gain knowledge of the importance of Interior Design and Decorating in a high or middle income home by visiting such homes and discussing the advantages with the owner.

The student will be able to gain a knowledge of the necessary skills and training needed in an Interior Design and Decorating Career.

The student will be able to comprehend and develop an understanding of the training and skills involved in an Interior Design and Decorating Career.

The student will be able to develop a level of precision of Interior Design and Decorating techniques by utilizing hands-on type **experience**.

Activity and/or Content:

Field trip to commercial establishments. Written report on observations.

Write letters to schools of Decorating and Interior Design.

Field trips to private homes.

Class discussion covering advantages of using a decorator.

Interview resource person.

The student will demonstrate knowledge of precision by constructing a scale model room and making the furnishings and accessories needed to decorate it.

The student will demonstrate the knowledge of precision by constructing a reasonable facsimile of a window display which will include making the models and accessories to decorate the window.

Printed Resources:

National Society of Interior
Designers, Inc.
315 East 62nd Street
New York, New York 10021

Career Education Publication # OE72-39
U.S. Dept. Health, Education, Welfare
Office of Education
Washington D.C. 20402

Occupational Outlook Handbook
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Commercial Books and Periodicals

SCULPTURE

The artist works with many different materials to express his feelings about the world around him. If his work is made of three-dimensional depth, then his work is sculpture. The purpose of this course is to introduce the student to some materials and ways of working that will help him to understand sculpture and enable him to explore ways of making sculpture himself. As in any art course, there are both career opportunities and leisure time activities.

Sculpture can be made by building clay, wax, paper mache, or any similar material into a three dimensional form.

Any material that will support a three-dimensional form can be used to make sculpture.

Sculpture can be made by carving plaster wood, or stone into three-dimensional forms.

Sculpture can be constructed by assembling found objects or wood or cardboard into three dimensional forms.

1. Select a sculptor whose work you like and write a report on his life.

2. Find examples of sculpture in public buildings and write a report on:
   a. A description of the sculpture.
   b. The materials used.
   c. As much information as you can discover about the artist.

3. Examine several photographs of assembled sculpture. Answer the following question in your own words:
   a. What is a Mobile?
   b. What is a Stabile?
   c. What kinds of materials have been used to assemble sculpture?
   d. What did you like (dislike) about assembled sculpture?

Carefully examine at least twenty photographs or pictures in books of at least fifteen different sculptures. Try to find pictures that show more than one view of the same sculpture. List the materials used in each sculpture and describe how you think that the material may have made a difference in the appearance of each sculpture.

Select the three sculptures that you liked best and draw them carefully. Make drawings of the parts of the sculpture that you cannot see in the picture as you imagine that they look like. Are there any clues that show you what it should look like?

a. Make a sketch of a sculpture to be constructed in wood, wire, or cardboard.

b. Construct the sculpture.

Write a description of any difficulties you had in construction and how you solved these problems.

a. What materials did you use?

b. Was this material suited to the kind of sculpture you sketched?

c. Construct a second piece using the same material. Do you find that it is easier to construct? Is your idea suited to the material?

PAPIER-MACHE IS NEWSPAPER SOAKED IN WHEATPASTE

1. Make a sketch of the sculpture you would like to make in papier mache and write a description of it using the words on the vocabulary sheet. Show the sketch and the description to the teacher before you go on.

2. Build up the basic form of your sculpture with a wire skeleton. This is called on armature, and it will provide the support needed to make your sculpture sturdy and stable.

3. Begin covering the armature with strips of papier mache. Be sure that there is no excess paste and that the strips are neatly secured. Continue building until the sculpture is completed. After it has dried you may paint it, if desired.

Taken from: Yellow Pages of Learning Resources
Group for Environmental Education, Inc.

WHAT CAN YOU LEARN FROM AN ARCHITECT?

Most of us never get to meet architects or understand what they do or how they do it. Yet we all experience the fruits of their architecture. For good or bad, we are surrounded by architecture.

One of the more interesting offices you could visit would be an architect's office. Just to see the environment that people who design environments work in is worth the visit. Even more, architects tend to be articulate and interesting people--even offbeat at times. You can learn a great deal from them. An architect's office will reveal many tools and equipment you probably haven't seen before. Compare an architect's office to a lawyer's office or an insurance company office. How are they similar? In what ways are they different?

Look through the books and the magazines in the office. Watch drawings being prepared, and see how models are made. Ask the architect to explain how to read blueprints, and get him to show you a design problem he is currently working on. Trace the progress of a single design problem from beginning to end. There are approximately 37,000 registered architects in the United States and 83 Community Design Centers in 70 cities. For help in locating an architect to visit or for answers to your questions, contact the local chapter of the American Institute of Architects in or near your city or a Community Design Center.

Here are some questions to ask an architect about his profession:

How did you become architect?
Where did you study architecture?
What courses did you study?
What was the hardest thing to learn?
What degrees do you have?
What training besides school did you have?
What kinds of tests and licenses are required to practice architecture?

How does an architect design?
What skills do you need to design buildings?
Do all architects do the same things?
Could you design any kind of building?
Are some buildings easier to design than others?
Do architects just design the outsides of buildings?
Do you especially like to design particular types of buildings?
What tools do you use to make architectural drawings?
How are drawings reproduced?

What is a blueprint?
Do you work with other professionals besides architects?
How do you know what building materials are available?
How do you know how people will use the building you design?
What regulations control your building design?
How do you determine the cost of a building?
Are all buildings designed by architects?

How does an architect earn his money?
Whom does an architect work for?
On what basis does an architect get paid for designing?
How does an architect get clients?
Do architects advertise?
How do architects earn their reputations?

What happens if the building you design doesn't get built?
Who owns the designs for a building?
What kinds of contracts do you use in your business?

Do you design things other than buildings?
Who designs bridges?
Who designs public spaces?
How do you treat the spaces around the buildings you design?
Do architects have anything to do with urban renewal?
What is a feasibility study?

What makes buildings stand up?
What is the difference among buildings made of brick, wood, steel, concrete, or stone?
How are buildings heated, ventilated, airconditioned?
Do you have any responsibilities for the success of a building?
How do foundations work?

Why do some buildings fall down?
What happens if the building falls down?
Can a building be considered a failure even though it stays up?
Do you ever forget to put something important into a building?
How do earthquakes affect buildings?
How does weather affect buildings?
What makes a building leak?
What makes buildings deteriorate?

What is the difference between a good building and a bad one?
Are some architects better than others?
Do architects win awards for designing buildings?
Who decides which buildings are good or bad?
Do architects differ on the subject of beauty?
What are the different architectural styles?
Are new buildings better than old ones?
What makes a building "modern"?

Is an architect a professional?
Are there professional societies exist for architects?
How do architects become members of professional societies?
What is the advantage of belonging to a professional society?
Do architects continue their education after leaving school?
Have things changed since you graduated from school?

What could I do to learn more about architects?
Are there particularly valuable things I could read?
Where could I write for more information?
Could you suggest other places or people I might visit?

See the sections "City Planning," "Hospital," "Sports Stadium," and "Zoning" in this book. What do architects do in these areas?

Specific Objectives:

The students will be able to interpret and apply the architectural scale.

1. Hand out ditto sheets of lines teacher will demonstrate how to measure the lines using the different scales.

2. Show a house blueprint. Explain the layout. In what careers are blueprints used? List on chalk board.

3. With a tape measure, measure a room including windows and doors. Explain that to make a drawing of a room, the dimensions had to be reduced so that it will fit the paper thus, the scale is necessary to get an accurate drawing of the room.

4. Show the scale drawing of the room. Emphasize the placement of windows, doors, and fixed objects in the room.

5. Using the ruler, students will practice measuring the lines, using the following scale: 1/8 + 1 ft. 1/4" = 1 ft. 1/2" 1 ft.

6. Using the above scale students will draw lines for the following length.
   10 ft. 6 in or 10 1/2'
   5 ft. 3 in or 5 1/4'
   12 ft. 9 in or 12 3/4'

7. Discuss the scale in the lives of the following:

   Architect, Engineers, Interior Designer, Contractors, Drafting, Machinist, Designers, Construction Workers, Brick layers, Carpenters, Electricians, Iron Workers, Plumbers, and Welders.

8. Using a 1/4" = 1 ft. scale students will measure and draw 1 room of a house locating the windows, doors and fixed objects.

WHAT CAN YOU LEARN AT A MUSEUM?

The Impressionist painting: "They're staring at me ... more and more of them. How divine. Perhaps it is true that interest in museums is heightening. People who have never wandered through here and appreciated my beauty are certainly missing out on something. Admittedly, I am very fine example of Impressionism--a style of painting that gave birth to modern art in the late 1800s."

"While people look at me, are they aware of the names of the artists involved in the Impressionist movement? Monet, for example, was credited with the art of seeing something as it really was, instead of looking through a screen of past art forms. Most people see by way of their parents or the social milieu in which they live. Sometimes, though, on a youthful morning, the curtain fall from their eyes and the world appears. I bet many young people would understand what I mean."

"Other artists, contemporaries of Monet--geniuses like Renoir, Monet, Degas, Cezanne, Toulouse-Lautrec, and Van Gogh--were also nonconformists who created this new method of seeing and expressing the world around them, breaking sharply with the art preceding them. When people look at their works, do they see that they are characterized chiefly by short brush strokes of bright colors that achieve the effect of light on objects? From a distance these works look different than of light on object? From a distance these works look different than they do close up. The brush strokes produce subtle impressions of the object being painted. They leave it to the eyes to stand back and create the whole picture."

"But it's not enough merely to appreciate the painting. The viewer should seek to find out more about the revolutionary techniques introduced by these artists and about their experimentation and success with light and color. Also important to investigate is their optimistic rendering of the simple pleasures of life, such as eating in a tavern or at a picnic or bathing in the ocean. These are ideas that everyone can understand."

"Museum guides can answer questions about the resistance in art circles to Impressionist painting. The origins of the painters and their works and the changes they underwent are fascinating. Many museums and local colleges offer lectures on Impressionism. And many museums give painting courses where an art lover can try his hand at emulating the old masters or starting a revolution of his own in the art world."

The Greek statue: "Few works can surpass me in age and influence, for I date back to ancient Greece between the fourth and fifth centuries B.C. and am one of the first examples of balanced composition, the natural rendering of anatomical details and the distribution of weight in a figure. Specifically, with my creation man finally made a statue look like man--a beautiful, classic man. Nowadays when people speak about classical age, they refer to me and other statues like me."

"For people more interested in history or archaelogy than in art, I am still a jumping-off point, for I echo the history of a country and an age. When the Romans conquered Greece, I became part of their booty. On the trip to Rome, however, the ship and I sank in a storm. Eventually, about twenty-two centuries later, local fishermen who had discovered me hidden on the shores under centuries of sand pointed me out to archeologists."

"A tour guide or library book could answer questions about the influence I have had even up to present times, the climate of Greece that enabled me to be created, and about the other artists of the day, such as architects and poets, who were also creating classical standards in their respective fields."

Most large cities have museums, easily located in the telephone book. And most cities have their own history and local artists. As a result, even a small town's past may be collected in a museum that is filled with works by local artists, as well as two centuries of American arts and artifacts. New England towns boast whaling museums with works carved in whalebone. Towns dating back to colonial days have museums full of Americana. And often they are manned by someone who knows details long forgotten by other folk.

WHAT CAN YOU LEARN ABOUT THEATER PRODUCTION?

I really enjoy going to the theater and watching live stage plays. Movies and television are fun, too, but there's an added dimension of excitement when you're watching a live performance. I guess it's the sense of presence- the feelings of really being a part of what's happening on the stage. Most everything is better when it's real and live. Anyway, I always wondered about the many parts that go into making a successful theatrical performance two weeks earlier. I called and asked to speak to the manager. I was soon talking to Mrs. Gillmore.

I told her that I was very eager to go behind the scenes of a theater and learn how a performance is put together. Mrs. Gillmore explained that it wasn't normal policy, but she couldn't think of any reason why I couldn't come to visit. She told me to come by that Thursday afternoon, since there would be a dress rehearsal and that would be particularly interesting. You know, I am always amazed at how many normally inaccessible doors you can unlocked just by expressing interest and asking to be shown around.

When I arrived, I was directed to Mrs. Gillmore's office and we were introduced. While we spoke, she answered several phone calls and spoke to several people who came into her office. She is a very busy lady. The manager of a theater has to be a jack-of-all-trades. That afternoon Mrs. Gillmore was writing copy for newspaper, ads, directors trying to find a lost crate of scenery, and talking to me all at the same time. I found out that Mrs. Gillmore had been an actress and had directed several plays before becoming assistant manager, of the theater. She said that once you're bitten the theater bug, you can never get it out of your blood, and she explained that she was a theater person through and through.

I was taken downstairs and ushered backstage. There I met the electrician, who gave me a ten minute dissertation on the ins and outs of theater lighting. I learned that there are many special types of lights, each offering the possibility of different effects. Colored gels can be placed over the lights for color or mood effects. Some lights in front of the stage, some directly over it, and others, called footlights, are in the stage itself at the very front. I saw the control panel where all of these lights are manually switched on and off and phased in and out.

The clamor of activity everywhere around us made it hard for me to believe that people could actually be getting work done, but everyone seemed to know what he was supposed to do. There were more people behind the scenes than there were actors and actresses, but this particular play had a cast of only nine people. Actors were walking around the stage, and I was shown the little marks of tape on the floor that indicate where they should stand for particular scenes. They refer to the process of getting familiar with the stage before a performance as "walking the boards."

I saw the makeup artist at work and was amazed by the array of tools and equipment he had in his kit. Most of the performers put on their own makeup, but the stars must submit to the skilled hand of the makeup artist. It was really fun to see a young actress become a grandmother before my very eyes. The makeup is very stark and dramatic up close, but that is necessary in order to achieve the proper effect for the audience.

The sets were made of canvas stretched across wooden frames, very much like large paintings. Special props hold them up, and bags of sand are used to stabilize them. On stage, many of the sets are exaggerated and out of perspective, but again, that is necessary for the right effect to be visible from the house seats. I saw where old sets are stored and the shop where special sets are built and old ones repainted and remade. In the props room hundreds of different kinds of props -- tables, chairs, iron railings, telephones, guns, lamps, and others -- are stored.

Mrs. Gillmore invited me to watch the dress rehearsal from the wings, which proved to be a great opportunity. I saw how the stagehands raise and lower the curtain and manipulate the scenery. For many of the scene changes, the lights would go out and the stage hands would walk on stage, unseen by the audience, and instantly transform the set. There are little pieces of fluorescent tape put on the stage to direct their activities in total darkness. The behind-the-scenes work is as well choreographed as the actual performance. The stage manager is in charge, and he is responsible for making sure that everyone gets the proper cues. He wears an operator's headset and is linked to the lighting man, one of the stagehands, and the other side of the stage by an intercom system. He is extremely tense during the performance but becomes much more relaxed after the show is over.

After the performance, Mrs. Gillmore introduced me to the cast. I had been too busy watching the technical aspects of the performance to become involved in the play itself. I asked the actors and actresses many questions and found their replies very interesting. It's especially nice to find out how real they are as people. They invited me back to see the opening performance, and I was anxious to see the whole play after seeing all of the separate parts that went into it. I think it was the best time I ever had at the theater, because I was able to appreciate everything a great deal more with the knowledge of the hard work and detailed attention paid to every nuance of the performance. The reality of the live performance comes from more than the fact that real people are acting every part of the performance is artfully arranged to convey a complete and believable experience. If you are interested in visiting a theater, you can have an exciting afternoon. If there are no theaters near you, you might look for a summer stock company that may be touring in your area. Often, too, amateur theater groups and universities put on excellent plays and will be as interesting to learn from as a professional company.

Business
Career
Education

BUSINESS CAREER EDUCATION

Purpose:

Business Career Education has a two-fold purpose: it strives to make a contribution to general education as well as to the vocational preparation of its students through the development of attitudes and skills. Within this field we are able to develop the whole individual intellectually, socially, and economically.

Generally, business education is concerned with the adjustment of the individual to his business environment. Every student is entitled to basic business information which is necessary to cope with the demands made on him in everyday life. Specifically, business education is concerned with developing the individuals' potential to the point of employability while developing the whole individual so that he can make his own contribution to our economic society even as he gains his livelihood.

While specific skills are being developed, constant effort must be made to form attitudes and ideals that make for friendly relations and mutual understanding of future co-workers.

General Aims:

1. Prepare students to enter business employment upon graduation and provide a foundation for advanced business training.

2. Provide students who are interested in other occupational fields training in basic business skills and understandings useful to every individual in conducting his business affairs as a consumer and a citizen.

3. Provide students with an understanding of the requirements and opportunities in business occupations.

4. Acquaint students with the advantages and opportunities in our free enterprise system.

5. Develop an understanding of business law and customs, business forms and procedures, and the code of business ethics.

6. Prepare students to contribute intelligently to community affairs.

Specific Objectives:

1. Deferred Vocational Objective - to provide sufficient business information in order to gain a degree of proficiency in business subjects.

2. Vocational Objective - gain all information and skills necessary to qualify for beginning positions in business.

3. Exploratory Objective - let pupil have the opportunity to explore and try out his interests and abilities in the field of business education in short units of exploratory experience.

4. Occupational Information Objective - (a) gain useful information about business occupations, (b) encouragement in selecting an occupation, (c) help in discovering and appreciating the social significance of different business occupations.

5. Personal-Use Objective - give pupil opportunity to develop a satisfactory degree of proficiency in the use of one or more business skills to meet his nonvocational personal needs.

6. General Business Principles Objectives - enable pupil to gain better understanding of the agencies, the functions, the methods and practices, and the work of our American system of business enterprise.

7. Business Ethics Objective - gain a philosophy of business and a desire to improve business practices generally that would carry over into his adult life.

8. Consumer Education Objective - provide certain consumer information and skills that will be useful to the pupil in his personal economic plan, in his buying for consumption, and the safeguarding and protection as a consumer.

BUSINESS CAREER EDUCATION
RECOMMENDED LEARNING
EXPERIENCE PATTERNS

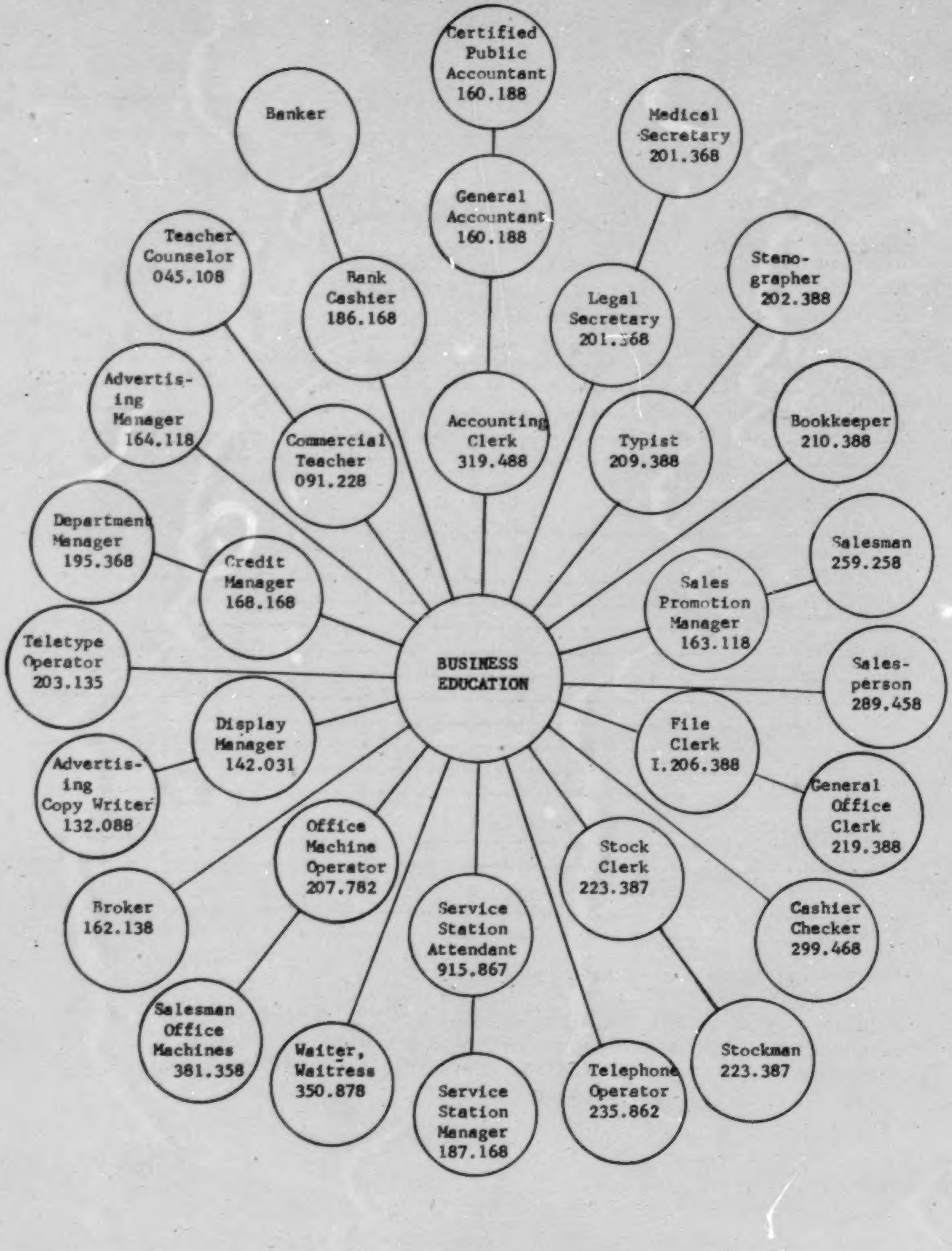
Legend
Required Courses /
Supporting Courses X

Course Offering	HS Credits	Certificate Programs									
		Clerk-General	Clerk-Typist	Receptionist	Keypunch & Coding Equipment Operator	Secretary	Stenographer	Bookkeeper	Accountant	Small Business Manager	*
Typing (Beginning)	1	/	/	/	/	/	/	/	/	/	
Typing (Advanced)	1		/			/	/				
Business Machines	1/2	/	/	X	X	X	X	/	/	X	
Business English	1/2	X	X	/	X	/	/	/	/	/	
Business Mathematics	1/4	/	X	/	/	X	X	/	/	X	
Office, Procedures, & Practices	1/2	/	/	/	/	/	/				
Filing and Records Management	1/2	/	/	/	X	/	/	X	X	/	
Shorthand (Beginning)	1					/	/				
Shorthand (Advanced)	1						/				
Recordkeeping	1/4	/	/	/	/	X	X	/			
Data Processing	1/2	X	X	X	/	X	X	/	/	X	
General Business	1/2	X	X	X	X	X	X	X	X	/	
Business Law	1/2							X	/	/	
Accounting (Beginning)	1							/	/	/	
Accounting (Advanced)	1								/	/	
Business Economics	1/2							X	X	X	
Business Principles & Management	1/2							X	X	/	
Public Speaking	1/4							X	X	/	
Marketing, Sales Promotion & Advertising	1/2									/	
Salesmanship	1/2									/	

*Individual needs for an Alternate Program

This is a recommended Learning Experience guide for students wishing to pursue a vocation in the above mentioned programs. As trends change in the Business World, the Learning Experience guide patterns, too, should change to meet the individual needs of the students.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BUSINESS EDUCATION


Certified Public Accountant 160.188
Banker
Medical Secretary 201.368
General Accountant 160.188
Teacher Counselor 045.108
Bank Cashier 186.168
Legal Secretary 201.368
Stenographer 202.388
Advertising Manager 164.118
Commercial Teacher 091.228
Accounting Clerk 319.488
Typist 209.388
Bookkeeper 210.388
Department Manager 195.368
Credit Manager 168.168
Salesman 259.258
Sales Promotion Manager 163.118
Teletype Operator 203.135
BUSINESS EDUCATION
Salesperson 289.458
Display Manager 142.031
File Clerk I.206.388
Advertising Copy Writer 132.088
General Office Clerk 219.388
Office Machine Operator 207.782
Stock Clerk 223.387
Broker 162.138
Service Station Attendant 915.867
Cashier Checker 299.468
Salesman Office Machines 381.358
Waiter, Waitress 350.878
Service Station Manager 187.168
Telephone Operator 235.862
Stockman 223.387

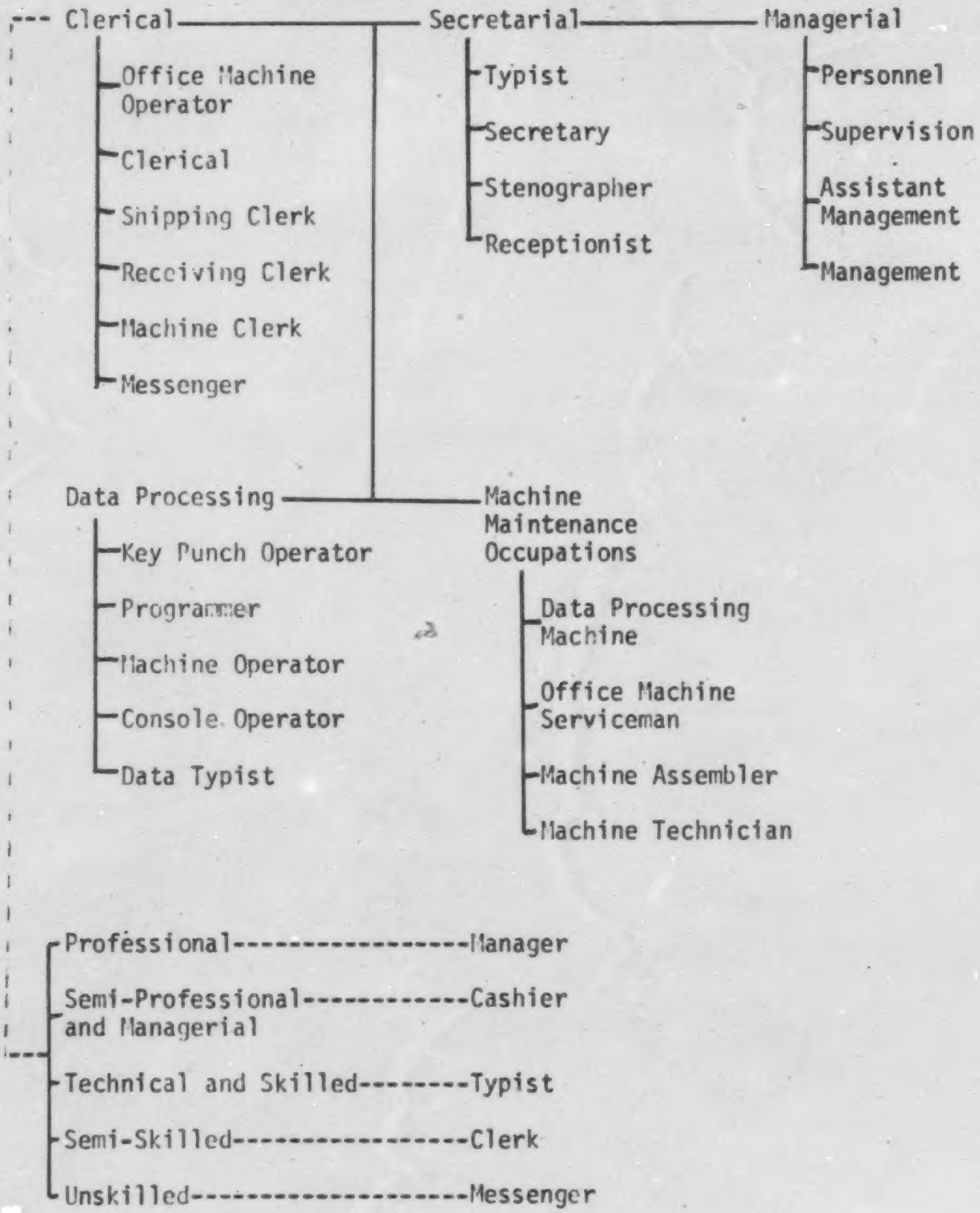
CAREERS RELATED TO BUSINESS EDUCATION

LEVELS	SERVICE	BUSINESS, CLERICAL AND SALES	SCIENCE AND TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ART AND ENTERTAINMENT
I. (B.A. or above)	Employment Manager Personnel Manager	C.P.A. Broker Auditor Controller Credit Manager Office Manager Sales Manager Market Specialist Accountant Banker	Telephone Engineer Data Processing Systems Analyst Systems Engineer		College Teacher Commercial High School Teacher Journalist	
II. (High School Plus Technical)		Purchasing Agent Secretary Paymaster Bank Teller Salesman Department Store Buyer	Contractor General Medical Records Librarian		Law Clerk	

continued

LEVELS	SERVICE	BUSINESS, CLERICAL AND SALES	SCIENCE AND TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ART AND ENTERTAINMENT
III. (High School Graduate)	Telegrapher Telegraph Agent Railroad Conductor Postal Worker Telephone Operator	Bookkeeper Cashier Stenographer Credit Clerk Office Worker Sales Clerk Station Agent Dispatcher Typist Billing Machine Operator Receptionist File Clerk	Tabulating Machine Operator Programmer			
IV. (Less Than High School Graduate)	Census Taker Rural Mail Carrier Elevator Operator	Stock Clerk Multigraph Operator Messenger Boy Collector Office Boy		House To House Salesman		

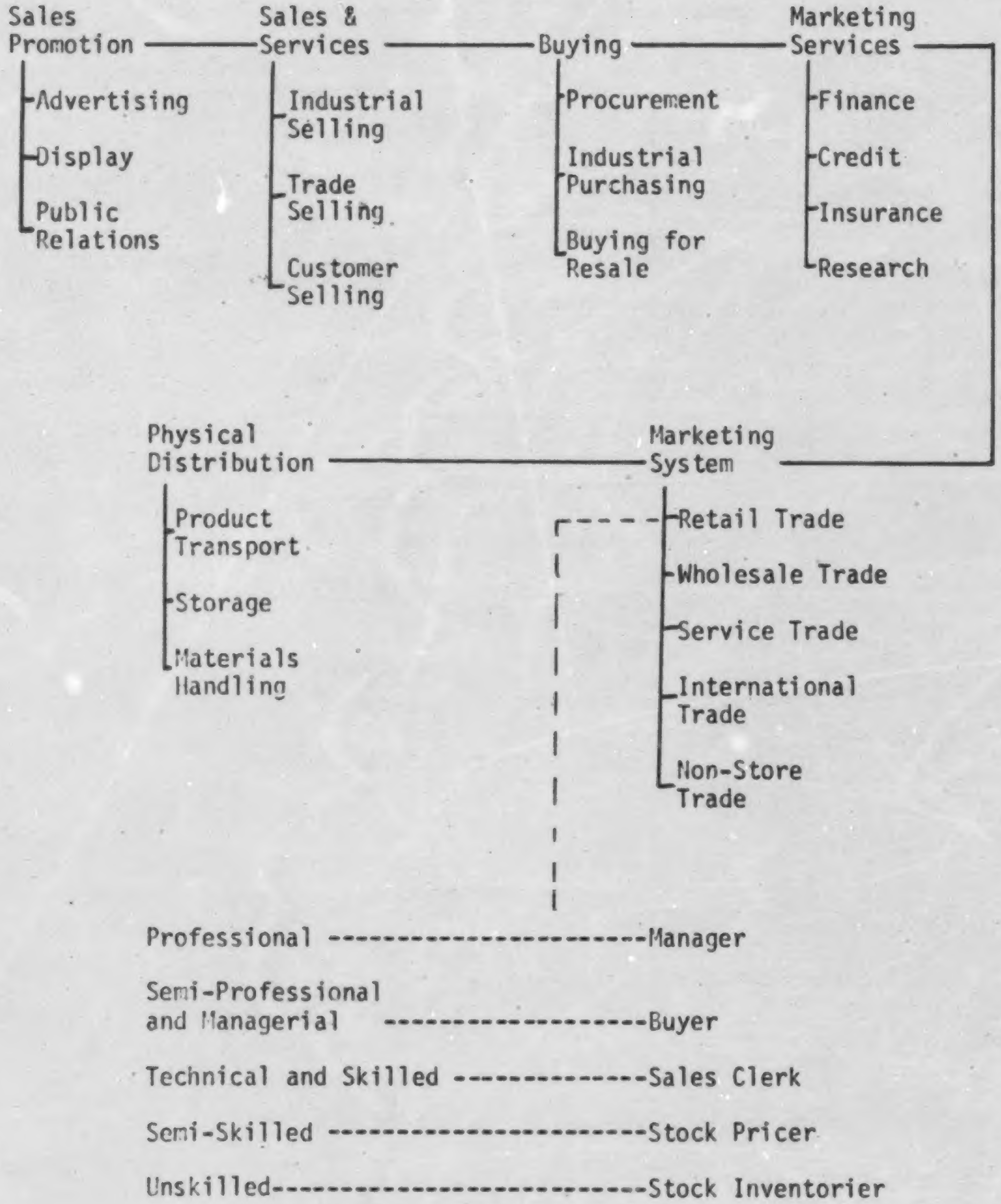
OFFICE OCCUPATIONAL CLUSTER



- Clerical
  - Office Machine Operator
  - Clerical
  - Shipping Clerk
  - Receiving Clerk
  - Machine Clerk
  - Messenger
- Secretarial
  - Typist
  - Secretary
  - Stenographer
  - Receptionist
- Managerial
  - Personnel
  - Supervision
  - Assistant Management
  - Management
- Data Processing
  - Key Punch Operator
  - Programmer
  - Machine Operator
  - Console Operator
  - Data Typist
- Machine Maintenance Occupations
  - Data Processing Machine
  - Office Machine Serviceman
  - Machine Assembler
  - Machine Technician

Professional------------------Manager
Semi-Professional and Managerial------------Cashier
Technical and Skilled--------Typist
Semi-Skilled-----------------Clerk
Unskilled-------------------Messenger

MARKETING AND DISTRIBUTION OCCUPATIONAL CLUSTER



- Sales Promotion
  - Advertising
  - Display
  - Public Relations
- Sales & Services
  - Industrial Selling
  - Trade Selling
  - Customer Selling
- Buying
  - Procurement
  - Industrial Purchasing
  - Buying for Resale
- Marketing Services
  - Finance
  - Credit
  - Insurance
  - Research
- Physical Distribution
  - Product Transport
  - Storage
  - Materials Handling
- Marketing System
  - Retail Trade
  - Wholesale Trade
  - Service Trade
  - International Trade
  - Non-Store Trade

Professional ----------------------Manager

Semi-Professional and Managerial -------------------Buyer

Technical and Skilled --------------Sales Clerk

Semi-Skilled ----------------------Stock Pricer

Unskilled--------------------------Stock Inventorier

Simulated or Work Experience for Office Occupational Cluster

Professional-------------Manager:	Practice sets in General Business or Office Administration. Can keep set of books for the store which would be set up in marketing and distribution.
Semi-Professional and Managerial---------------Cashier:	Work with money that would go through the store or office of the school.
Technical and Skilled----Typist:	Type materials for the school or correspondence for the store. (General typing work)
Semi-Skilled-------------File Clerk:	Filing correspondence pertaining to school administration
Unskilled----------------Messenger:	Taking messages to different personnel within the school building.

Simulated or Work Experience for Marketing and Distribution Occupational Cluster

Professional----------------------Manager: Establish a cooperation which can be further developed into a school store.

Semi-Professional and Managerial--------------------Buyer: Buy items that can be later sold in the store that serves in school supplies for the student body.

Technical and Skilled-------------Displayer: Displays merchandise so that it will attract attention and sell.

Semi-Skilled----------------------Salesperson: Works in the store selling different items.

Unskilled-------------------------Stock Personnel: Takes care and inventory of all stock in the store.

Classifying Occupations

There are many systems by which the 40,000 available occupations can be grouped and classified. Since the system that is best for a specific situation or purpose depends upon the goal desired, there is no single best method. When combined with information about yourself, each method may contribute some helpful knowledge upon which to eliminate or choose a group of occupations. The following classifications can be used in the process of elimination.

Occupations may be classified by:

1. Ability (very superior, superior, high average, low average, inferior, very inferior)
2. Status and Prestige (i.e. A Supreme Court Justice ranks first, a garbage collector ranks last in prestige rankings)
3. Level of Work (professional persons; proprietors, managers and officials; clerks; skilled workers; semiskilled workers; unskilled workers) (U.S. Census)
4. Kind of Work (service, business contact, organization, technology, outdoor, science, general culture, arts, and entertainment) (Roe)
5. Focus of Activity (data, ideas, things, people) (U.S. Employment)
6. Work Environments (Life Styles) (realistic, intellectual, social, conventional, enterprising, artistic) (Holland)
7. Others

Continuum

Focus on ideas and things----------------------Focus on people

Great change in daily routine------------------Little change in daily routine

Give orders------------------------------------Follow orders

Long term projects-----------------------------Short term projects

High status important--------------------------High status not important

Work independently-----------------------------Work as a team member

Geographic stability---------------------------Geographic mobility

KINDS OF INFORMATION STUDENTS MAY NEED ABOUT OCCUPATIONS

Nature of the work: duties, physical requirements, tools used, psychological aspects (variety, responsibility), typical work day.

Working conditions: physical aspects of work environment, hours, psychological aspects (with others or alone, nature of supervision, climate of work setting.)

Qualifications: physique (height, weight, size), age, sex, license, demonstrated or measured aptitudes or interests or personality traits.

Preparation: education or training, apprenticeship, part-time work, length and cost of preparation, scholarship and loans, schools offering preparation locally or elsewhere.

Entry: getting first job or establishing a business, examination, union affiliation, discrimination.

Number and distribution of workers: size of occupation best index of future openings, composition in terms of age and sex and race, geographic distribution, large or small firms.

Lines of advancement and related occupations: promotional ladder, usual time before promotion, additional education or training or experience, horizontal mobility, information about related occupations.

Economic benefits: beginning earnings, average annual earnings, earnings locally and elsewhere, increments, deductions, fringe benefits (vacations, sick leave, health or other insurance, stock options, pension.)

Non-economic benefits: job satisfaciton, prestige, social mobility.

Disadvantages: work irregular or seasonal, frequent overtime or nightwork, hazards (accidents or diseases).

Outlook: demand for and supply of workers (present and future), expanding or declining occupation, stability in face of depression, employment prospects upon completion of training, prospects locally and elsewhere.

Discuss in detail the worker's attitudes towards his job and your reactions to these attitudes.

WHAT ARE YOU CUT OUT TO BE?

STEP I. LOOKING AT YOURSELF:

Personal Characteristics:

Are you helpful?
Are you unselfish?
Are you reliable?
Are you cheerful?
Are you honest?
Are you easily bored?
Can you work on your own or do you need supervision?
Are you prejudiced?
Do you have patience?
Do you have perseverance?
Are you a follower or a leader?
Do you need variety?

Likes and Dislikes:

Do you like the out-of-doors?
Do you like working with people?
Do you like working with words and ideas?
Do you like to build things?
Do you like clerical work?
What are your hobbies?

Strengths and Weaknesses:

Do you have a good memory?
Are you well coordinated?
Are you artistic, musical, creative?
Are you scientifically or mathematically inclined?
What is your mental ability?
What are your physical limitations?
Can you express yourself well?
How well do you get along with others?

STEP II: LOOKING AT GOALS:

Which of the following goals would you consider to be your aim in life and which would have no interest to you? (In what career would you do the most to accomplish these goals? What other goals would you add to this list?)
Discussion -

Relieve physical and mental suffering
Create beautiful things
Work with my hands
Raise educational standards
Promote child welfare
Serve in the armed forces
Provide better housing, eliminate slums
End wars and work for the betterment of mankind
Gain material things
To get by
To be happy
To be famous
To be remembered

STEP III: LOOKING AT OCCUPATIONS:

As you explore careers, find answers to the following questions for occupations that interest you:

A. Education Requirements:

How much and what kind of preparation is required to meet legal requirements and employers' standards? How long would it take? What does it cost? What does it include? Where can one get a list of approved schools? What kind of high school or college program should precede entrance into the professional school? What subjects must or should be chosen? What provisions are made for apprenticeship or other training on the job? Is experience necessary to enter this occupation?

B. Entrance Requirements:

How does one get his first job? By taking an exam? By applying to employers? By joining a union? (Is the closed shop common or predominant? If so, what are the requirements for entrance to the union? Initiation fees? Dues, does the union limit the number of members?) By registering with employment agencies? By saving to acquire capital and opening his own business? How much capital is needed?

C. Qualifications:

Age: Upper and lower limits
Sex: Male or female occupation? Reasonable opportunities for both?
Height and weight: Minimum and maximum requirements?
Physical requirements: Vision, freedom from color blindness, average or superior hearing, physical strength.
Aptitudes: Has there been any research on aptitudes required? Clerical aptitude, finger dexterity, pitch discrimination, reaction time, etc.
Tools and equipment: Must these be supplied by the worker at his own expense? What is the average cost? Could they be rented?
Legal requirements: Is a license or certificate required? What are the requirements for getting it?
Citizenship: Is it required?
Residence: Must a worker be a resident of the city or state in which he is employed?

D. Financial Return:

Is employment steady, seasonal or irregular? Does one earn more or less with advancing age? Are earnings higher or lower in certain parts of U.S.? What are the fringe benefits and provisions for retirement? What is the salary range?

E. Opportunities for Advancement:

Is this a dead-end job?
What proportion of workers advance? To what? After how long and after what additional preparation or experience? What are the related occupations to which they may lead?

F. Nature of the Work:

Are the hours regular or irregular, long or short? Is there frequent overtime or night work? Sunday or holiday work? Is the working lifetime shorter than average as in the case of professional athletics? Are the skills acquired transferrable to other occupations? Is the work hazardous? What about accidents, occupational diseases? What is the work of a typical day, week, month, year? What are all of the things a worker may have to do in this occupation, the pleasant things, the unpleasant things, the big and little tasks, the important responsibilities, and the less glamorous details? With what kind of tools, machines and materials does he work? Must the worker travel or relocate? Where and when?

G. The Job Setting:

In what kind of surroundings is the work done? Hot, cold, humid, dry, wet, dusty, dirty, noisy, indoor or outdoor? Is the worker exposed to sudden changes of temperature, offensive odors, vibration, mechanical hazards, moving objects, burns, electric shock, radiant energy, or other hazards? Does he work in cramped quarters, in high places or in any other unusual locations? Are lighting, ventilation, and sanitation adequate? Does he work with others, near others or alone? If with others, what is his relationship to them and does it place him in a position of superiority, inferiority, equality, conflict, or stress?

STEP IV: MAKING CHOICES:

Know yourself. Set goals for yourself.
Explore many occupations--read about them.
Visit place of employment.
Interview people in occupations that interest you.
Gain work experience through summer employment and parttime jobs.

TEN FALLACIES AFFECTING OCCUPATIONAL CHOICE:

1. One's choice of an occupation is unrelated to other choices in life.
2. A choice suitable for your friend should be suitable for you.
3. The occupation of someone you admire is the best occupation for you.
4. One should (or should not) follow in one's father's footsteps.
5. Family preferences should (or should not) determine one's occupational choice.
6. With determination, one can successfully perform any kind of work.
7. A suitable occupation must involve no tasks one dislikes doing.
8. Prestige and pay is to be considered above all other factors.
9. If you follow someone's advice, you can't be blamed for a poor choice.
10. "I'll think about a career when I have to go to work--something will turn up."

OCCUPATIONS CHECKLIST

I. Nature of the work:	What is the work of a typical day, week, month, year? What are all of the things a worker may have to do in this occupation, the pleasant things, the unpleasant things, the big and little tasks, the important responsibilities, and the less glamorous details? With what kinds of tools, machines and materials does he work? Must he walk, jump, run, balance, cling, crawl, kneel, stand, turn, stoop, crouch, sit, reach, lift, carry, throw, push, pull, talk, hear or see? Must he travel? Where and when?
II. Work environment:	In what kind of surroundings is the work done? Hot, cold, humid, dry, wet, dusty, dirty, noisy? Indoor or outdoor? Is the worker exposed to sudden changes of temperature, offensive odors, vibration, mechanical hazards, moving objects, burns, electric shock, radiant energy, or other hazards? Does he work in cramped quarters, in high places or in any other unusual location? Are lighting, ventilation, and sanitation adequate? Does he work with others, near others or alone? If with others, what is his relationship to them and does it place him in a position of superiority, inferiority, equality, conflict, or stress?
III. Qualifications:	Age: Upper and lower limits. Sex: Male or female occupation? Reasonable opportunities for both? Height and weight: Minimum and maximum requirements? Physical requirements: Vision, freedom from color blindness, average or superior hearing, physical strength. Aptitudes: Has there been any research on aptitudes required? clerical aptitude, finger dexterity, pitch discrimination, reaction time, etc. Tools and equipment: Must these be supplied by the worker at his own expense? What is the average cost? Could they be rented? Legal requirements: Is a license or certificate required? What are the requirements for getting it? Citizenship: Is it required? Residence: Must a worker be a resident of the city or state in which he is employed?
IV. Unions:	Is the closed shop common or predominant? If so, what are the requirements for entrance to the union? Initiation fees? Dues, does the union limit the number of members?

V. Discrimination: Do employers, unions or training institutions discriminate against minority groups?

VI. Preparation: How much and what kind of preparation is required to meet legal requirements and employers' standards? How long would it take? What does it cost? What does it include? Where can one get a list of approved schools? What kind of high school or college program should precede entrance into the professional school? What subjects must or should be chosen? What provisions are made for apprenticeship or other training on the job? Is experience necessary to enter this occupation?

VII. Entrance: How does one get his first job? By taking an exam? By applying to employers? By joining a union? By registering with employment agencies? By saving to acquire capital and opening his own business? How much capital is needed?

VIII. Advancement: What proportion of workers advance? To what? After how long and after what additional preparation or experience? What are the related occupations to which they may lead?

IX. Earnings: What are the most dependable average figures on earnings by week, month, or year? What is the range of the middle 50%? Are the earnings higher or lower in certain parts of the U.S. or in certain branches of the occupation?

Advantages and Disadvantages: What do workers say they like best and dislike most about the job? Are the hours regular or irregular, long or short? Is there frequent overtime work or night work? Sundays or holiday work? Is employment steady, seasonal or irregular? Does one earn more or less with advancing age? What about vacations? Maternity leave? Is the working lifetime shorter than average as in the case of professional athletes? Are the skills acquired transferable to other occupations? Is the work hazardous? What about accidents, occupational diseases? In comparison with other occupations requiring about the same level of ability and training, in what ways is this one more or less attractive?

The following is a list of materials that are available in Business Career Education.

Title: What to Do after High School

Availability of Materials: Science Research Associates, Inc., 259 Erie St., Chicago, Illinois 60611 (5-2015, $3.23)

Author/Publisher: Charles Speigler and William B. Reiner, Science Research Associates, Inc.

Date: 1971

Grade Level: 10-Adult

Description of Materials : This learner-oriented information manual (75 pp.) discusses knowing self, getting a job training, training opportunities, and education for earning a living. Information on self-appraisal, reference sources, financial aid, career appraisal, and vocational training completes the manual.

Title: How to Choose Your Work

Availability of Material: Bruce Publishing Company, 2642 University Ave., St. Paul, Minnesota 55114 ($1.80)

Author/Publisher: Elna Stone, Bruce Publishing Company

Date: 1969

Grade Level: 10-Adult

Description of Material: This student-oriented guide (64 pp.) provides a means for students to answer three basic questions:

1. What do you want to do?
2. What can you do?
3. What kind of work is available to you?

With this guide students can explore and analyze their interests, skills, abilities, experiences and opportunities.

Title: Life Skills: A Course in Applied Problem Solving, Fifth Edition

Availability of Material: ED 068 741 or from Saskatchewan NewStart, Inc., P.O. Box 1565, Prince Albert, Saskatchewan, Canada

Author/Publisher: Saskatchewan NewStart, Inc.

Sponsor/Funding: Saskatchewan NewStart, Inc.

Date: 1972

Grade Level: 7-Adult

Description of Material: This teacher's resource guide (181 pp.) is for a course which focuses on teaching problem-solving skills and skill development to youth and adults. Individual chapters examine the teacher training role, skill training, course implementation, and student progress and course evaluations. Bibliographies, diagrams, and evaluation forms complete the document. Additional media materials for the course may be obtained from the publisher.

Title: Career Decisions: Finding, Getting and Keeping a Job

Availability of Material: J.C. Penny Company, Inc., Educational and Consumer Relations Department, New York, New York

Author/Publisher: J. C. Penny Company, Inc.

Date: 1971

Grade Level: 7-Adult

Description of Material: This teacher's resource guide (67 pp.) contains behavioral objectives, student worksheets, job descriptions, and job applications. Lists of phono discs, filmstrips, teaching suggestions, and resources complete the guide.

Title: Career Perspective: Your Choice of Work

Availability of Material: Charles A. Jones Publishing Company, 4 Village Green, S.E., Department 105, Worthington, Ohio 43085 ($3.95)

Author/Publisher: Celia Denues, Charles A. Jones Publishing Co.

Date: 1972

Grade Level: 7-Adult

Description of Material: Career Perspective is a resource guide (192 pp.) which gives the reader a comprehensive view of the world of work. The student or reader can use the information to assess his interest, to identify potential career options, and to compare the options with his interests.

Title: Career Education Resource Guide

Availability of Material: General Learning Corporation, Washington, D.C.

Author/Publisher: General Learning Corporation

Date: 1972

Grade Level: K-Adult

Description of Material: This resource guide (257 pp.) contains teaching procedures, performance objectives, individual learning activities, ideas for evaluating programs and a rationale for career education. The guide is organized to give the reader an introduction to and discussion of career education concepts. The discussion is followed by descriptions of on-going activities in selected career education programs throughout the United States. List of resource materials, a bibliography of career development materials, a list of supplier of career education materials, and a list of career education resource-people in each of the states complete this guide.

Title: Career Development Guide

Availability of Material: VT 015 347

Author/Publisher: Participants in the Career Development Summer Workship, Oregon Consolidated Schools

Sponsor/Funding: ESEA Title III, State Department of Public Instruction, Department of Guidance and Counseling, Salem, Oregon

Date: August 9-20, 1971

Grade Level: K-12 (K-3, 4-6, 7-8, 9-12)

Description of Material: The material in this teacher's resource guide develops concepts, objectives, topics, learning activities, resources, learning outcomes, and evaluation procedures for various grade levels. The guide can be utilized within existing subject matter areas.

Different career development concepts are emphasized at different grade levels:

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. A wide variety of occupations may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes, and values.
8. Occupational supply and demand have an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career planning.
11. Occupations and life-styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
15. Individuals are responsible for career planning.
16. Job characteristics and individuals must be flexible in a changing society.

Concepts 1-7 are introduced at the K-3 level, developed at the 4-6 level, and emphasized at the 7-9 and 10-12 levels. Concepts 8-14 are introduced at the 4-6 level, developed at the 7-9 level, and emphasized at the 10-12 level. Concepts 15-16 are introduced at the 7-9 level and developed at the 10-12 level.

Although the material presented in the guide is localized for the state of Oregon, the concepts are universal.

Title: Hire an Employment Agency to Find You a Job

Availability of Material: Changing Times Education Service, 1729 H Street, N.W., Washington, D.C. 20006

Author/Publisher: Kiplinger Washington Editors, Inc., Washington, D.C.

Date: 1972

Grade Level : 7-10

Description of Material: This kit, designed for use with forty or fewer students, contains three parts: (1) a ten-page teacher's guide, (2) a single transparency showing seven places to look for a job, and (3) copies of an article describing the functions of private employment agencies.

Title: How to Go About Buying a Business

Availability of Material: Changing Times Education Service, 1729 H Street, N.W., Washington, D.C. 20006

Author/Publisher: Kiplinger Washington Editors, Inc., Washington, D.C.

Date: 1971

Grade Level: 7-10

Description of Material: This kit, designed for use with forty or fewer students, contains three parts: (1) an eight-page teacher's guide, (2) a single transparency listing criteria to be considered before buying a business, and (3) copies of a four-page article on buying businesses, people who can give assistance to the buyer, and insurance and tax problems.

Title: Teachers Guide to SUTOE (Self Understanding Through Occupational Exploration)

Availability of Material: ED 034 227 or from Oregon Board of Education, Division of Community Colleges and Vocational Education, Salem, Oregon

Author/Publisher: Date Parnell, et al., Oregon Board of Education

Sponsor/Funding: Oregon Board of Education

Date: June 1969

Grade Level: 7-12

Description of Material: Ten units (201 pp.) are presented for the teacher to guide the student in exploring himself and occupational opportunities. Each unit provides objectives and suggested implementation strategies. Unit topics include involvement of students in SUTOE, self-appraisals, understanding self, relating school to occupations and occupational planning, the individual's role in the economic system, preparing students for in-depth course study, evaluating experiences and planning ahead, and course evaluations and recommendations.

Title: *Ohio's Career Continuum Program. Career Exploration Program, Grades 9-10 for the Individual, School and Community, and Career Choices.* A Workshop Report

Availability of Material: ED 065 729

Author/Publisher: University of Cincinnati, Kent State University, Toledo University

Sponsor/Funding: Ohio State Department of Education, Division of Vocational Education, Columbus, Ohio

Date: December 1971

Grade Level: 9-10

Description of Material: This resource guide (380 pp.) was developed at a series of summer workshops for teachers, coordinators, and administrators. The student-centered guide is designed for use by teachers and administrators in grades 9-10. It describes the theoretical framework for career exploration and includes behavioral objectives coordinated with student activities, implementation suggestions, procedures for simulation activities, and a resource bibliography. The guide focuses on ten occupational clusters (agriculture, business and office, communication and media, consumer and homemaking related occupations, fine arts and humanities, health, marketing and distribution, natural science, service occupations, and trade and industrial occupations) and six personal developmental areas (self and environment, the world of work, education and training, economics, employment and work adjustment skills, and decision making).

Title:	Curriculum Guides and Instructional Materials
Availability of Material:	George O. Smith, Project Succeed, State Department of Education, Columbia, South Carolina 29202
Author/Publisher:	Project Succeed
Date:	[n.d.]
Grade Level:	9-12
Description of Material:	This series of locally developed curriculum guides and instructional materials is designed to provide the students with an awareness of the world of work and experiences in problem solving. Title, grade level, content, and career development level of each unit are listed below:

Title	Grade Level	Content	Level
Basic Science	9-10	Environment Skills	Exploration & preparation
Human Relation Skills	9-12	Citizenship	Exploration & preparation
Math Level I	9-12	Computation Skills	Exploration & preparation
Math Level II	9-12	Computation Skills	Exploration & preparation
Reading, English Level I	9-12	Communication Skills	Exploration & preparation
English Level II	9-12	Communication Skills	Exploration & preparation
The World of Work	9-10	Vocational Education	Preparation

Title: Work Experience Education Learning Activity Packages, A Series

Availability of Material: ED 068 720-725

Author/Publisher: California State Polytechnic College, San Luis Obispo, California

Sponsor/Funding: U.S. Office of Education, Washington, D.C.

Date: 1971

Grade Level: 10-12

Description of Material: These six Learning Activity Packages (LAPS) provide the teacher and student with information keyed to goals, behavioral objectives, learning activities, evaluation procedures, and supplementary resources. Vocational goals 1 and 2 are concerned with the relevance of school to career requirements and the importance of self-actualization. Vocational goals 3, 4, and 5 are concerned with self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Pretests and posttests with answer keys are provided for each unit.

ERIC #	Title	Vocational Goals	Pages
ED 068 720	LAP: Vocational Goals	1-2	380 pp.
ED 068 721	LAP: Exploratory Goals	1-2	167 pp.
ED 068 722	LAP: Vocational Goals	3-5	460 pp.
ED 068 723	LAP: General Goals	1-2	354 pp.
ED 068 724	LAP: Exploratory Goals	3-5	545 pp.
ED 068 725	LAP: General Goals	3-5	574 pp.

Title: Decisions and Outcomes: Student Workbook and Leader's Guide

Availability of Material: Publications Office, College Entrance Examination Board, Box 592, 888 Seventh Ave., Princeton, New Jersey 08540 (Student Workbook, $2.50; Leader's Guide, $3.00; Examination Sets, $4.00 each)

Author/Publisher: Publications Office, College Entrance Examination Board

Date: [n.d.]

Grade Level: 7-Adult

Description of Material: This teacher's guide contains illustrations, simulations, and exercises which describe the skills necessary for effective decision making.

The student workbook contains information about the need for decision making and decision-making principles; recognition of individual values and personal objectives; gathering and evaluating information; decision-making strategies; and exercises relating decision making to jobs, educational objectives, careers, family and college.

Title: You and Your Job

Availability of Material: J.G. Ferguson Publishing Company, Chicago, Illinois

Author/Publisher: J.G. Ferguson Publishing Company

Sponsor/Funding: U.S. Office of Education, Washington, D.C.; Milwaukee Vocational Technical and Adult Schools, Milwaukee, Wisconsin

Date: 1969

Grade Level: 7-Adult

Description of Material : This series consists of five pocket-sized pamphlets of information and resource material for the student.

You and Your Job: What Is It? This illustration pamphlet (33 pp.) provides information to the reader about jobs--"What are they?" The pamphlet gives information to answer questions such as "How do these changes affect me? Where do I go for information? What skills do I have and what skills do I need?"

You and Your Job: Where Is It? This illustrated pamphlet (29 pp.) starts the reader on the trail toward locating a job. "Where do I start looking for a job? What should I do if I find a job opening I like? How do I present my qualifications to an employer? What are sources for finding a job?"

You and Your Job: How to Get It? This illustrated pamphlet (57 pp.) discusses how to get a job: How to get organized, how to apply for a job, how to dress for a job interview, how to present experiences to a prospective employer, and how to follow-up on a job interview.

You and Your Job: How to Keep It? This illustrated pamphlet (36 pp.) gives the reader some helpful hints on keeping his job. "Be at the job on time and ready to go to work. Keep your cool. Ask questions. Keep trying. Realize that you can learn from everyone. Getting along with people is important--not only your supervisor but fellow workers as well."

You and Your Job: Where Do You Go From Here? This illustrated pamphlet (26 pp.) encourages the job holder to maintain his level of performance and to look for ways of improving his performance on the job or through further training or education.

Title: Career Kits

Availability of Material: Houghton Mifflin Company, Boston, Massachusetts

Author/Publisher: Houghton Mifflin Company

Date: 1973

Grade Level: 7-Adult

Description of Material: There are eight different career reference file kits available from the publisher. Each of the student-oriented kits contains instructions and 5-1/2" x 8-1/2" file cards with information on numerous careers. The cards in each kit are cross-referenced to the Dictionary of Occupational Titles and describe general characteristics of the occupations, job features, and items to consider when making career choices or further education decisions. A list of the titles of the career kits are as follows:

Professional Careers Kit
Health Careers Kit
Science Careers Kit
Business Careers Kit
Industrial Careers Kit
Semi-Skilled Careers Kit
Desk Top Careers Kit
Career Exploratory Kit

Title: Occupational Clusters

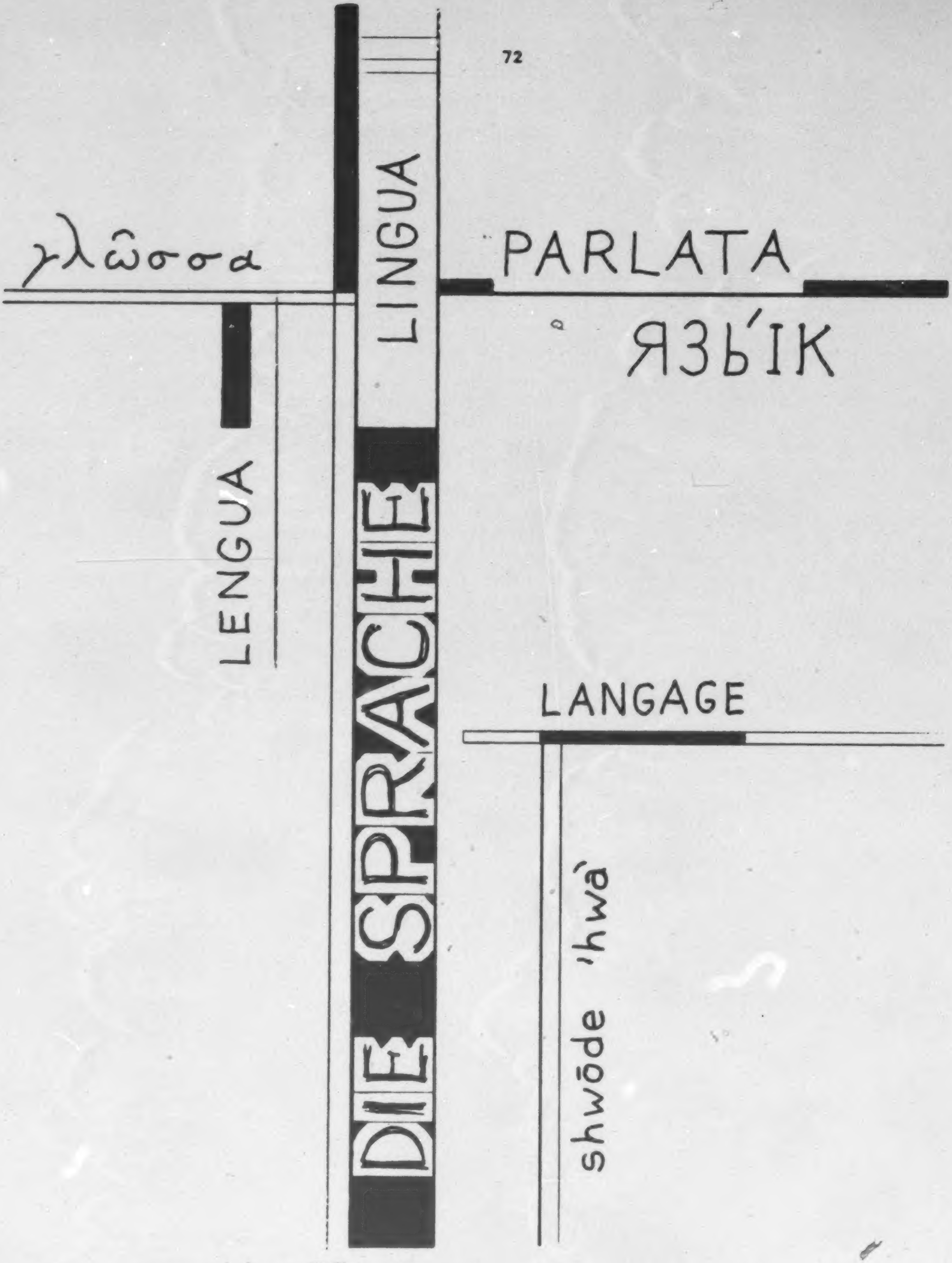
Availability of Material: VT 015 077 or from Pottawattamie County's Exemplary Program in Career Education and the Council Bluffs Community School District, Council Bluffs, Iowa 51501

Author/Publisher: Pottawattamie County's Exemplary Program in Career Education and the Council Bluffs Community School District

Date: [n.d.]

Grade Level: 7-Adult

Description of Material: This document which contains information for administrators and teachers examines fifteen occupational clusters: transportation, fine arts and humanities, communications and media, personal service occupations, construction, hospitality and recreation, health occupations, marine science occupations, consumer and homemaking related occupations, agribusiness and natural resources, environment, public service, business and office occupations, manufacturing, and marketing and distribution occupations. Each of the cluster groups is examined for identifiable components, and these are presented in chart form.


γλῶσσα
LINGUA
PARLATA
ЯЗЬ́IK
LENGUA
DIE SPRACHE
LANGAGE
shwōde 'hwà'

FOREIGN LANGUAGES

IF A MAN WHO SPEAKS TWO LANGUAGES IS WORTH TWO MEN,

WHAT IS THE WORTH OF A MAN SPEAKING THREE?

(Foreign Language relevancy to the World of Work)

A career in Foreign Language is somewhat unique, in that it usually also requires competence in a companion career discipline.

Here for consideration, is a partial list of occupation to promote career awareness of language utilization and companion discipline. How many more can students suggest? What is the level of competencies needed to enter each, and to progress within the field?

Foreign Exchange Clerk
Foreign Exchange Code-Clerk
Foreign Exchange Trader
Foreign Collection Clerk
Foreign Language Stenographer
Foreign News Translator
Foreign Student Adviser
Foreign Title Breaker
Foreign Service Officer
Language Laboratory Director
Anthropologist
Cultural Anthropologist
Archaelogist
Medical Missionary
Theologian
Human Geographer
Travel Agent
Tour Leader
Resort Worker
Restauranteur
Archivist
Special Collection Librarian
Museologist
Television Performer
Radio Announcer
Export/Import Clerk
Catalouger
File Clerk
Court Reporter
Legal Translator
City Greeter
Foreign Language Elementary Teacher
High School, University Teacher
Sales Person
Ranch Foreman
Costumer
Engineer
Private Investigator
Social Worker
Kindergarten Teacher
Vocalist
Steward/Stewardess
Commercial Photographer
Portrait Photographer
Purchasing Agent
Model
English Teacher Abroad
Foreign News Translator
Translator Scientific Documents
Braille Translator
Lexicographer
Radio Communications Translator
Scientific Documents Translator
Linguistic Scientist
Interpreter
Precise Writer
Textbook Writer
Language - Data Processor

It is hoped that the Foreign Language Specialist will acquaint students with the means to research occupational trends. An example of current analysis of significance to students considering careers in Foreign Language Educational Areas, is this extract from summer 1974 Occupational Outlook Quarterly.

Occupation	Estimated Employment 1972	Average Annual Openings	Employment Trends & Prospects
EDUCATION AND RELATED OCCUPATIONS			
Teaching Occupations			
College and University Teachers	525,000	24,000	Entrants may face keen competition through the mid-1980's. New doctoral and master's degree holders, the main source of supply, are expected to more than meet the expanding demand for college and university teachers.
Kindergarten and Elementary School Teachers	1,274,000	105,000	Competition is expected through the mid-1980's. If patterns of entry and reentry continue, the number of persons qualified to teach in elementary schools will exceed the number of openings.
Secondary School Teachers	1,023,000	40,000	If past trends of entry continue through the mid-1980's, the supply will greatly exceed anticipated requirements. Keen competition for prospective teachers, although a recent survey found teacher shortages in mathematics, industrial arts, special education, and some vocational-technical subjects.
Library Occupations			
Librarians	120,000	11,200	Favorable overall opportunities, but some librarians may have to compete for jobs of their choice. Best employment prospects in public and special libraries.
Library Technical Assistants	25,000		Good employment prospects particularly for graduates of academic programs. Especially favorable opportunities in large public and college and university libraries.

SUGGESTED ACTIVITIES TO INCREASE CAREER AWARENESS IN FOREIGN LANGUAGES

Purpose:

The student will be made aware of the importance of advertising in the selling of a product, and will build a commercial vocabulary.

To develop concepts of logical questioning and to encourage individual and group vocabulary building.

To make student aware of the importance of language to occupations.

To acquaint with occupations in law.

Activities:

To create a unit on advertising, have students bring an item from home which they no longer need or want. Each student will prepare an advertisement in the language being studied, to sell his item. Income derived from the sales might be used in a class project.

Present an unusual or unknown tool from a particular occupation. Have the students determine what the tool is by inquiring with questions in the language being studied that the class leader can answer with yes or no answers until they have determined what the tool is and what occupations it is used in. This can be used as a basis of discussion of the occupation.

Have students compile jargon lists of various occupations they are interested in through interviewing people and being in contact with them. They could use the bulletin board, list the various occupations with the jargon underneath. When completed, this might provide a source of class discussion. Questions such as these might be brought up: How important is jargon? Do you really feel "at home" in a job until you learn the jargon? etc.

Create a serious problem for each student or group of students such as being charged with a serious crime, being involved in a lawsuit, etc. Then it is up to the student to find out what occupations can be of help to him. While he is doing this he should try to determine the responsibilities and duties of each occupation. This should involve as many occupations as possible. For example, if a person is involved in a court situation, occupations considered should include not only the judge, but other occupations such as court reporter, bailiff, etc.

Purpose: Spontaneity of speech patterns, important to personal interviews.

Activities: The leader makes a statement, the student who first responds correctly, as to the situation or location, becomes the leader. Example of the type of statement and response:

1. I would like to cash this check, please. (bank, grocery, store)
2. Two "adults" and three "children's," please. (movie theater)
3. Fill it with "regular", please. (service station)
4. My father isn't here now. May I take a message? (home)
5. I understand the assignment. When is it due? (school)
6. I'll have a hamburger and a glass of milk. (restaurant, cafeteria)
7. There's a good movie on tonight on Channel 10. (home, school, friend's

house, etc.)

8. What's for dinner? (home)

9. What's happening at the assembly today? (school)

10. I got an "A" in math! (school, home, etc.)

Specific Objectives:

The student will be able to learn more of the culture of the country being studied, enabling him to communicate better with other people, and to see and understand ways of life other than his own.

To help students survey job opportunities in the foreign language field academically and to show the usefulness of a foreign language in a practical everyday way.

Materials:

A collection of brochures, travel books, maps, Foreign Language-English Dictionary, Dictionary of Commercial Correspondence, Foreign Language type-writer (if it is different from the English) for correct and accurate written communication between the countries. Holiday magazines and other materials which will show the way of life of the people to be visited.

Occupational Outlook Handbook - Resource speakers from the fields of industry, journalism, marketing, and the ministry. Field trip to foreign language departments of high schools and nearby colleges.

Lesson Capsule:

In order for a person to be tour guide for a city or country, he must possess a knowledge of the language and culture of the country. Assign the students special reports on the language and culture of the country. One student may report on the art of Mexico, while another report on the education. Have the students make posters and bulletin boards representing the life of the people.

Discuss the travel brochures. Organize a skit following one of these examples.

1. The students are taking a tour of one of the country's leading cities. Name two students to act as personal tour guides and the rest of the students be passengers. The travel guides will explain what there is to know and see. Then have the students, as passengers, ask questions.

2. Divide the class into groups. Select a travel guide out of each group, and proceed in the same manner as in #1.

The class discusses why a student might need a foreign language even though he didn't want to be a language teacher or an interpreter. Some of the conclusions were: many colleges have foreign language requirements, especially for a M.A. degree or a doctorate; a knowledge of a foreign of world problems; when traveling, language fluency gives one a better understanding of what people of other countries think and what their customs are.

Resource speakers talked to the class about the advantages of having a knowledge of a foreign language and answered questions the students had concerning how they could use this knowledge in varied ways.

Observations:

Invite people from community who have toured the country into the class for a talk and slide presentation.

Specific Objectives: To understand how personality and jobs are related.
To widen career information.

1. As a class reads about many different job opportunities.

2. Each student in class gives an oral presentation on a specific job, giving in detail, education, requirements natural likes, and dislikes characteristics of job etc.

   The class level and facility with the language being studied, will determine whether this assignment should be correct in English.

3. In a group session use sensitivity training to best fit jobs to personality. Each student was discussed by other students as to what he might like or dislike.

4. In another session because of personality traits found, student as a group decided what jobs best fit each student.

Specific Objectives:

To explore occupations by means of learning related occupational words.

1. Students pick several career clusters (transportation, construction, agriculture) after making an English list of areas in each career cluster (e.g. transportation: airplane, bus, taxi).

2. Students will further break down the cluster into job titles (e.g. airplane: stewardess, pilot, mechanic, etc.).

3. The students will then build an occupations vocabulary in the Foreign Language.

To learn job description and Spanish terms used in seeking a job.

1. Students cut out ads about jobs requiring the skill of typing and place them on sheets in columns so that on the next column they can translate the job description into Spanish. (The description gives such items as salary qualification, education, etc.).

2. Students then choose the one job for which they would like to apply.

Specific Objectives: To use the Foreign Language in preparing and organizing paper work necessary in finding a job, to develop awareness of the various aspects of that job, to develop awareness of one's assets in relation to the job, and to build a personal vocabulary.

1. Students make up a personal data sheet, application letter, and envelope, in the Language being studied, to a company they pick from an ad.

2. Each has another classmate write letter of recommendation.

Specific Objectives: To use speech skills in and work interviewing situation.

1. Discuss the importance of presenting oneself to advantage in applying for a job.

2. Students will practice a job interview with a student interviewing, presenting the application and recommendation of the previous lesson.

Specific Objectives: To apply the Foreign Language alphabet to typing and secretarial work.

1. Arrange to trade rooms with the business department.

2. Select students with one or two years of typing. All rules and vocabulary necessary for using a typewriter are made available to the students.

3. Teacher dictates first the "home" keys of the typewriter as the students type.

4. As the letters are learned the teacher dictates by spelling the words needed to emphasize unusual letters and letter combinations.

STUDY ACTIVITIES

Career Education

for HOME ECONOMICS

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Games

Bulletin Boards

Resources

This packet is designed to aid home economics teachers in their effort to have students look at some of the home economics professions and see how they are related to future careers--thus making home economics more meaningful and relevant to their needs.

It is suggested that teachers be concerned about giving students a background from which they can make knowledgeable career choices in later life. Therefore, students should have an opportunity over a period of time to develop a reservoir of information, attitudes and experiences which will serve as a base when career decisions are made later.

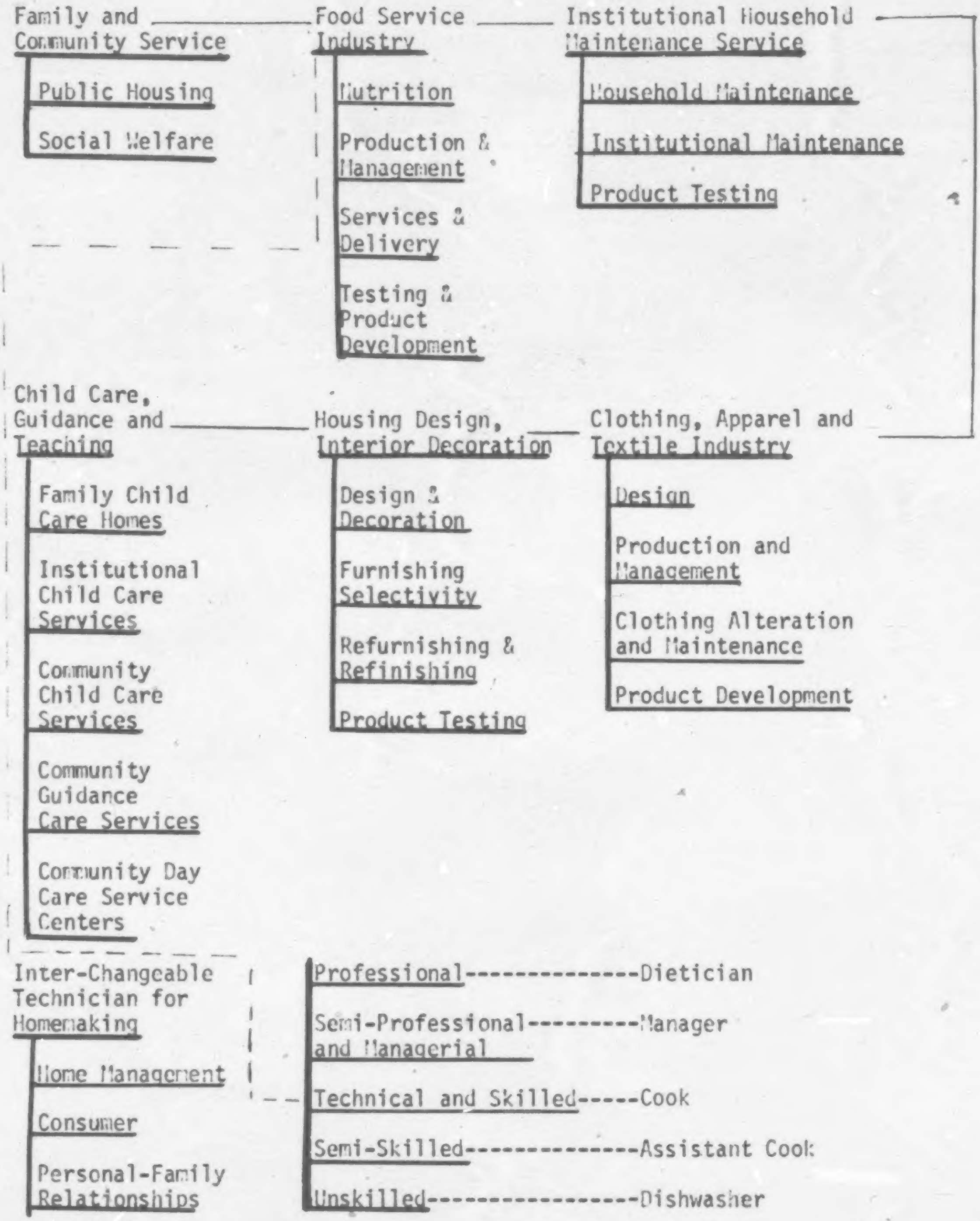
With greater emphasis being placed on wage earning for women and the growing importance of women in the work force, and the entry of men into home economics related careers, it has become apparent that instruction in occupational areas of home economics should be improved.

However, changing the curriculum and providing new curriculum materials does not of itself ensure improvement in the instructional program. Only the teacher can improve the quality of teaching in this area; if she feels it should be done, it will be done.

None of the efforts in occupational information programs should be considered as a means of narrowing choices to a specific job goal; rather the teaching of a process of decision making that will tend to broaden a student's concept of the world of work.

It is hoped that this packet will be of value and use to home economics teachers in helping them plan a program of instruction that will be of benefit to students interested in exploring careers as they relate to home economics.

CONSUMER AND HOMEMAKING OCCUPATIONAL CLUSTER


Family and Community Service
Public Housing
Social Welfare
Food Service Industry
Nutrition
Production & Management
Services & Delivery
Testing & Product Development
Institutional Household Maintenance Service
Household Maintenance
Institutional Maintenance
Product Testing
Child Care, Guidance and Teaching
Family Child Care Homes
Institutional Child Care Services
Community Child Care Services
Community Guidance Care Services
Community Day Care Service Centers
Housing Design, Interior Decoration
Design & Decoration
Furnishing Selectivity
Refurnishing & Refinishing
Product Testing
Clothing, Apparel and Textile Industry
Design
Production and Management
Clothing Alteration and Maintenance
Product Development
Inter-Changeable Technician for Homemaking
Home Management
Consumer
Personal-Family Relationships
Professional--------------Dietician
Semi-Professional and Managerial---------Manager
Technical and Skilled-----Cook
Semi-Skilled--------------Assistant Cook
Unskilled-----------------Dishwasher

CONSUMER HOME ECONOMICS OCCUPATIONS

Professional

- Nutritionist
- Dietician
- County Home Economist
- Research Economist

Semi-Professional and Managerial

- Executive Housekeeper
- Chef
- Manager of Cafeteria
- Food Products Tester
- Home Service Representative
- Food Inspector
- Manager

Technical and Skilled

- Baker
- Tailor
- Seamstress
- Garment Examiner
- Garment Inspector
- Director of School Lunch Programs
- Plant Hostess
- Kitchen Supervisor
- Home Lighting Demonstrator

Semi-Skilled

- Cook
- Clothing Maintenance Specialist
- Caterer
- Wardrobe Speciality Worker
- Wardrobe Mistress
- Cutter
- Checker

Unskilled

- Waiter
- Waitress
- Child Care Attendant
- Nursemaid
- Helper (Cook's)
- Housekeeper
- Dishwasher

SIMULATED OR WORK EXPERIENCE FOR CONSUMER AND HOMEMAKING OCCUPATIONAL CLUSTER

Professional--------------------------------Manager: Do planning and buying of supplies for the school lunch program

Semi-Professional and Managerial----------------------------Dietician: Plan balanced menues for the school hot lunch program

Technical and Skilled---------------------Cook: Preparing school lunches

Semi-Skilled--------------------------------Assistant Cook: Helping the cook in preparing the school lunches

Unskilled----------------------------------Dishwasher: Assist school lunch personnel in caring for the cafeteria

JOB DESCRIPTIONS

Refer to: Dictionary of Occupational Titles -
Volume I, Definitions of Titles - Third Edition
Volume II, Occupational Classification - Third Edition

Occupational Outlook Handbook.
1974-75 Edition

The types of objectives in this packet may be considered on the educational or instructional level. Such objectives may guide decisions and set the scope and sequence for what is to be taught. They also may serve as a guide for the evaluation.

As the teacher uses these activities, objectives will be selected on the level of the students needs, interests, and abilities.

OBJECTIVES:

1. To develop an increased awareness of the world of work, including occupational structure and job content.
2. To be alert to information--local, national or international--which indicates economic or social changes that will affect career opportunities in home economics and related careers.
3. To provide opportunities for students to become familiar with and appreciate different career opportunities.
4. To increase an awareness of social and psychological characteristics of work environments.
5. To develop an awareness of non-work activities and of the influence of work on life-style.
6. To develop skills to implement career plans.
7. To provide opportunities for students to realize goals for a vocation that should be determined in terms of abilities, interest, and limitations.
8. To understand how personal goals and values influence financial decisions.
9. To realize the satisfaction of human wants is limited by available personal and economic resources.
10. To provide learning opportunities which will develop interest in some basic skills necessary to enter an occupation.
11. To develop personal qualities and attitudes important for securing and holding a job.
12. To help students develop attitudes about the importance of personal appearance and personality in securing a job.
13. To help students recognize that there is dignity in work.

OBJECTIVES (continued)

14. To help students recognize standards of acceptable behavior and dress.

15. To provide experiences to develop confidence and poise.

16. To help students to understand that conflicts may occur because of difference in values.

17. To assist students to use their initiative, make choices, assume responsibilities, make decisions, and evaluate own progress.

18. To prepare students to make judgments on the basis of scientific inquiry and technical knowledge to reduce risk and uncertainty in decision-making.

19. To prepare students to apply principles and process of decision-making to make and carry out some decisions regarding the use of personal and family resourses.

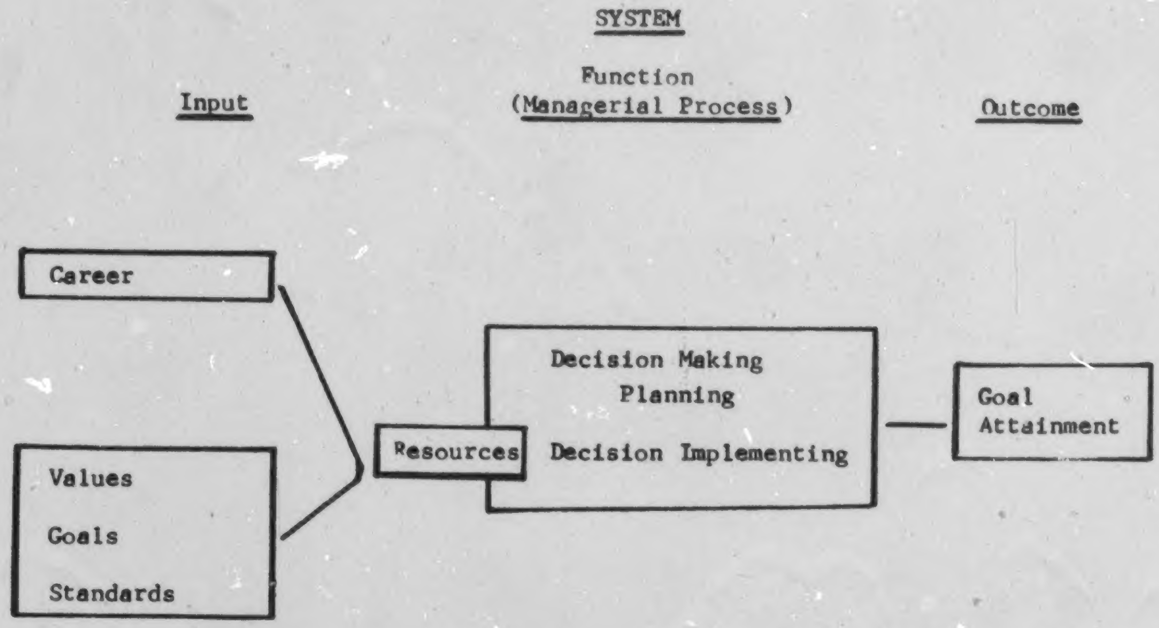
20. To prepare students to organize effectively for consumption planning and management through optimal use of resources and effective communication.

21. To understand how the family economy affects and is affected by the larger economy.

22. To emphasize the importance of maintaining physical health.

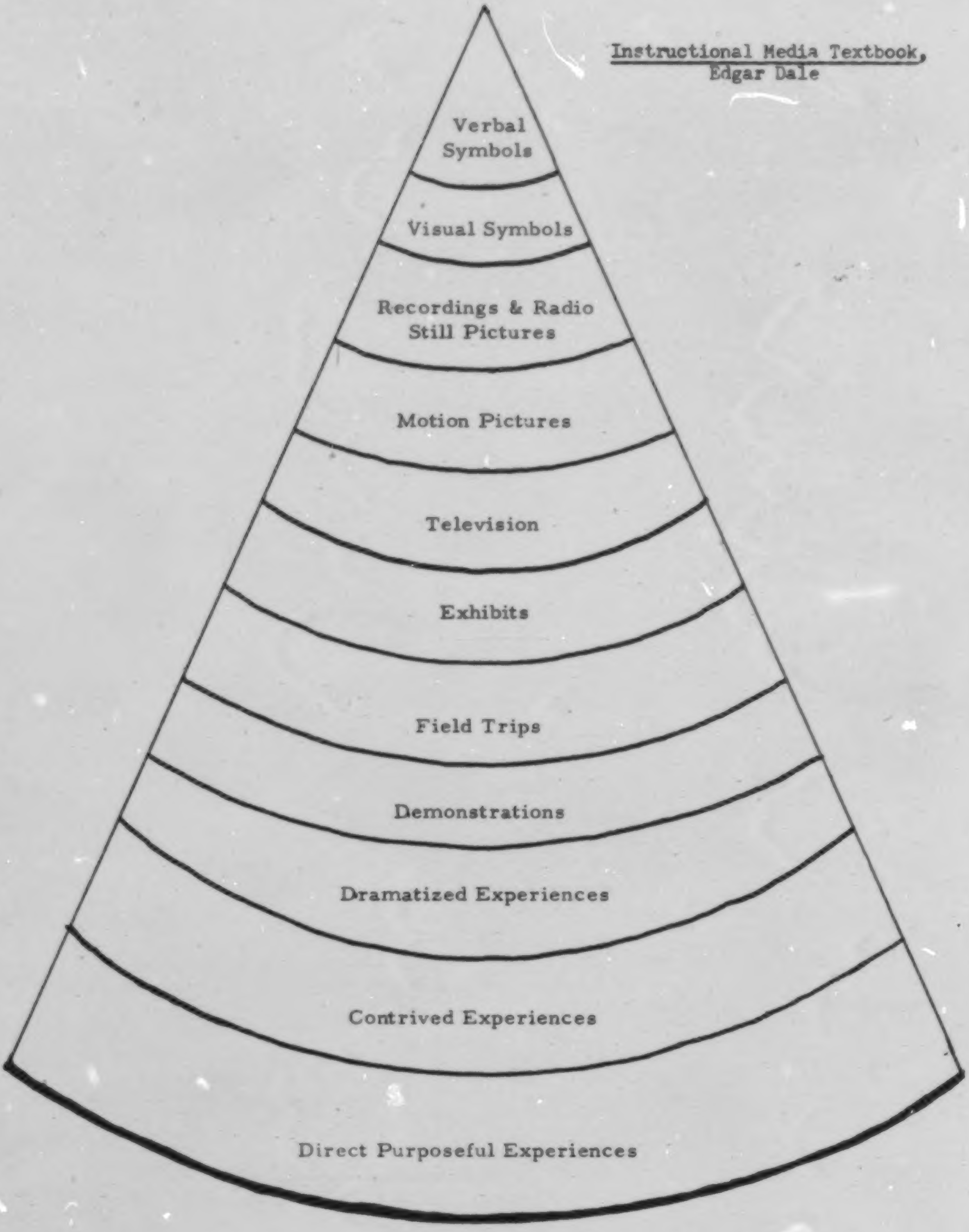
The methods suggested in this packet are only a small sampling of possible ones. Many methods can be used to attain the same educational objectives. Methods chosen need to be related to the interests of students if they are to result in the reactions essential to the learning desired.

The following chart illustrates, in graphic form, approaches that could be used in an inquiry approach to teaching consumer and homemaking careers.



CONE OF EXPERIENCE

Instructional Media Textbook,
Edgar Dale



DECISION MAKING

Use brain-storming to develop case histories and questionnaires to show how to evaluate a decision. Discuss factors which can lead to making a better decision. Talk about the past "chance," family influences, or peer influences may have in the decisions one makes.

SAMPLE QUESTIONNAIRE:

1. What was the goal?
2. Who do you think made the best decision?
3. Who reached her goal more satisfactorily?
4. List the points in the case that would back up the answers above.
5. What are alternative decisions?
6. What seemed the most influential factor in bringing the decision to a close?
7. What knowledge was necessary in making the choice?
8. How risky was the choice?

PROFILE CHART:

List the choice you made. Make a profile chart to chart your choices. Sample statements may be:

	Yes	No
1. I had to make some choices alone.	____	____
2. I considered others in some of my choices.	____	____
3. I put off some choices I should have made.	____	____

DECISION-MAKING STEPS:

1. Identify the problem.
2. Study facts related to the problem.
3. Seek available alternatives.
4. Consider advantages and disadvantages of each alternative.
5. Select and implement one alternative.
6. Evaluate the decision.

Make a large card with the statement "Snap Judgment" on it. Make the letters large, bright colored and eye-catching. Have a circle discussion on what this means to each student.

This can be followed by a discussion on taking too much time to make decisions. Use case histories to point out the abilities needed to make decisions. A checklist to use with the case histories may include such questions as:

1. Are time and study needed in making decisions? How much?
2. Is previous experience necessary in being a good decision maker?
3. Do you have the ability to make decisions?
4. Is decision making an integrated process or should each decision be handled separately?

5. Can a satisfactory decision be arrived upon for all problems?
6. Does the "time element" vary from decision to decision?
7. What part does "accepting the consequences" play in decision making?

Make a flip chart on "Aids in Developing Effective Managerial Abilities." Illustrate the pages when possible. Pages may include:

1. The weighing of alternatives.
2. Feeling the consequences of one's own decisions.
3. Having the experience within the ability of the individual to manage with some success.
4. Choosing more complex experiences as confidence is gained in decision making.
5. Experiences should involve increasingly important issues.
6. Transfer of learning from one managerial situation to another depends upon recognition of elements common to other situations.

Present a set of open-end situations for the class to complete that show a need for knowing the specific situation in order to make a decision. Examples may be:

1. Jane is away at college. She wants to go on a weekend skiing trip. This means she is going to have to send home for extra money. Her parents have already promised younger sister Susan a new dress and shoes. (Complete this situation.)

2. Carol is a career girl. She works in the city and often goes out socially after office hours without returning to her home. She needs a new suit for office wear with social possibilities. However, one she saw that caught her eye is a brown country tweed with matching pants. (Complete this situation.)

List on the board ideas the class may have on the personal factors that affect decision making. Some suggestions are:

1. Personality of the decision maker.
2. Values, goals, standards of the decision maker.
3. Decision maker's willingness to make a decision.
4. Previous experience in conscious decision making.

ROLE PLAYING*

Planning role playing, interviewing situations within the secure learning atmosphere of your classroom, is a safe, sure-fire way to get started. Children will be more free to explore in an environment wherein no harmful consequences may befall them. Whereas outside talent may be threatening to the development of tender thoughts and feelings, your warm support of the student as a learner will help the light to shine. Then, from trust and self-confidence, appropriate forms of interviewing behavior will develop.

Role playing is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light--role playing. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial.

Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the students' efforts will not dissipate or dissemble when tested by adult characters in real settings.

Tapes of students interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from commercial sources.

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*ABLE Model Program, Northern Illinois University, Dekalb, Illinois

QUESTIONS TO STIMULATE INTERACTION IN ROLE PLAYING

1. What do you do on the job? Students are interested in how school-taught skills fit in with real work.

2. Why did you take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day--even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are people with your kinds of skills usually needed--even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diploma?

12. About how much money can a person earn in this kind of work? Is there a chance of getting a lot of money all at once? of losing a lot of money quickly?

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

THE TONIGHT SHOW

PURPOSE:

To relate careers to home economics through role playing.

MATERIALS:

A setting for the show--chairs, desk, and desired accessories to set the mood for the Tonight Show. These are placed in the front of the class. Each person may dress in costume according to his career. Sound effects may also be used, such as a cassette recorder with Johnny Carson introduction and applause.

LESSON CAPSULE:

Use the Johnny Carson "Tonight Show" to introduce major aspects of different careers and show the importance or relation of home economics in them.

Discuss careers which have been of significance in home economics and select five for emphasis in this activity. Divide the class into committees to gather information about the careers selected. Each committee will select one of its members to appear as a guest on the show.

There should be a cast of six students (one will play Johnny Carson) who will present the research on different occupations and will, through role playing, bring out the interesting points of their different occupations. The student playing Johnny must be familiar with each occupation and have questions prepared for each. This can be an effective and interesting way of telling about occupations.

OBSERVATIONS:

Role playing may be used in many varied situations. Different occupations could be used at other times. Also, many different television shows or scripts may be acted out.

INTERVIEWING*

I. Important Skills to be Learned and Improved by Interviewing.

  A. Find information (In our age where knowledge is doubling and redoubling, we must have sources for finding information available by interviewing others who have information)

  B. Communicating--questioning, answering (Involvement can cut across generation gap)

II. Planning for Teaching Interviewing

  A. Purpose: Establish a reason for interviewing. Discuss uses of interview with students

  B. Strategy: Plan appropriate questions with students

  C. Interview: Practice in a variety of settings. Evaluate performance with students. Refine techniques and apply

III. Interviewing Activities

  A. Lead-up Activity

    1. Students paired off; talk for 3 minutes to find an interest, ability, or unusual background; choose one to develop student work together to establish purpose, plan strategy, then interview on tape

    2. Play back taped interview to evaluate performance.

  B. Role play a story character

    1. Interview the character to uncover his feelings

    2. Interview to review story details

  C. Book reports

    1. Interview reader to discuss opinions

    2. Interview to review plot, settings, characters

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* ABLE Model Program

- D. Interview adults about jobs for vocational information
    - 1. Easiest to do with personnel in school
    - 2. Walking tours in neighborhood
    - 3. Field trips to work stations in community
    - 4. Record on cassette, play in class and discuss
- E. Role playing of past and present renowned people
    - 1. Historical detail
    - 2. Character traits
    - 3. Opinions and feelings
- F. Creative involvement
    - 1. Role play and interview almost anybody or anything--Martian, champion, animal
    - 2. Role play imaginative situations--funny, difficult
- G. To get information for reports
    - 1. Surveys, comparisons, opinions of "real" people
    - 2. Interview adults about their childhood heroes and classmates
    - 3. Survey and compare findings

IV. Observations and Reflections

- A. Can be done anywhere: classroom, school, field trips
- B. Cassettes: easy to operate, accurate information feedback
- C. Must learn and practice asking appropriate questions
- D. Must appreciate feelings of people being interviewed
- E. Must learn to be comfortable--practice for style
- F. Must learn to adjust strategy during interviewing
- G. Must learn to respond to a "yes" or "no" answer with "why?"
- H. Interviewing is MOTIVATING and ENCOURAGING
- I. Interviewing is INQUIRING and COMMUNICATING

GUIDELINES FOR GUEST SPEAKER

Obtain Principal Approval
Make Initial Contact with Guest

- a. Review purpose of visitation
- b. Explain what you expect your students to gain from the presentation
- c. Provide guest with a list of desirable topics to be covered

Student Preparation

- a. Review background of guest
- b. Provide overview of topic
- c. Have student prepare questions they may ask speaker

Follow-up Activity

- a. Thank you letter to guest
- b. Evaluation of activity
- c. Choose projects which will integrate the activity and support classroom instruction

SUGGESTED RESOURCES OR RESOURCE PERSONS

1. Research
2. Advertising Analyst
3. Waitress
4. Cosmetologist
5. Waiter
6. Bakery
7. Cook
8. Food Sales
9. Appliance Sales
10. Babysitter
11. Reporter
12. Dietary Consultant
13. Vocational Teacher
14. Home Service Director
15. Social Service Worker
16. Practical Nurse
17. Governess
18. Sales Clerk
19. Dairy-Management Personnel
20. Mess Facilities
21. Interior Decorator
22. Seamstress
23. Social Service Worker
24. Nutritionist
25. Research Psychologist
26. Author
27. Physical Therapist
28. Stewardess
29. Homes Demonstration
30. Sugar Refinery
31. Technical Writer
32. Television Station
33. Dietician
34. Extention Service Specialist
35. Institutional Superintendent

SUGGESTED GUEST SPEAKER OUTLINE*

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist and make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind, bring or wear it if you can. Here are the kinds of things we would like to hear about:

-What is your job title or description?
-Briefly describe what you do.
-What aptitudes or skills are important for your job?
-Do you have to deal with the public? If so, would you care to comment on this?
-If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?
-What do you consider the best points of your job? the worst?
-Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
-You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
-What is the outlook? Will this type of employment exist when these students enter the world of work?
-What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
-What training is required? (High School? Trade School? College? Apprenticeship? Graduate degrees?)
-Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.
-How does this type of career relate to what these students do now in school?
-General information on working conditions, bosses, employees, etc.

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* ABLE Model Program

SUGGESTED PROCEDURE FOR CAREER DAY

This activity may be used school-wide or it may be adapted to the home economics curriculum.

1. Survey students in terms of occupations in which they are interested in securing first hand information.

2. Schedule the program early in the fall of the year.

3. Open program to all levels 9-12. The major response will most likely come from juniors and seniors.

4. Assign students to meet with the representatives of the occupations mentioned by the student in the survey.

5. Suggested program and timetable.

   a. Depending on the size of the school, one could schedule two or three sectional meetings.
   b. Time table:

(1)	6:00-6:30 p.m.	Orientation for representative and student
(2)	6:35-7:30 p.m.	Lunch
(3)	7:35-8:00 p.m.	Section I
(4)	8:05-9:30 p.m.	Section II
(5)	9:35-10:00 p.m.	Section III

6. Stress advance publicity--use the public address system, bulletin boards, school and local press, verbal encouragement from the teachers.

7. A practice that helps to establish rapport between visiting representatives and local staff is a pre-career night buffet lunch.

   a. Many times parent organizations are eager to assist.
   b. Try to match local staff members with visiting representatives in terms of occupational interests of staff.
   c. Staff members would serve as hosts to representatives during the evening.

8. Send letter of information to all representatives.

   a. State purpose of program.
   b. Enclose copy of program.
   c. Secure their confirmation of attendance.

9. During orientation period at time of program, stress the following:

   a. Students and representatives are to be at assigned station at designated time.

b. Representatives will be furnished with list of students who are to be in each session.

c. All representatives should be introduced and the name of the company with whom the representative is affiliated mentioned. (Some will likely be private business representatives.)

CAREER DAY CHECK LIST

1. Plan Publicity: Public Address and Local Press
2. Send Reminders to Staff Members
3. Print Name Tags
4. Move Parents and Students From Section to Section by the Public Address System.
5. Provide Coat Racks for Guests' Coats, etc.
6. Display Chart Listing Hosts and Representatives and Program Schedule.
7. Order Programs: Art Class, Paper Staff or Other Group Could Take Care of This.
8. Place Sign Over the Doors of the Rooms to be Used.
9. Send Thank-You Notes to the Representatives.
10. Schedule Picture-Taking by School Paper and Area Press if Possible.
11. Other

PARENT INVOLVEMENT

SCHOOL________________________________ GRADE______ TEACHER__________________

Dear Parents,

As a part of our regular instructional program in home economics, we would like parents to come to our class and tell the students about their occupations. Our student will benefit by contact with an adult who is contributing to himself and his society. We are sure they will have many important questions to ask.

Please fill out and return this form. You will be contacted to arrange a definite time and date. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name____ Phone____________

Address____

Occupation____

Company or Firm____

It would be most convenient for me to be at your school on (days and times).

____

____

____

____
(Signature)

The suggested learning experiences in this packet allow the students career exploration which leads to career identification.

SUGGESTED LEARNING EXPERIENCES

Present a class committee panel on: "Importance of personal appearance and manners in applying for a job."

Interview several people who are in occupations that interest the class. Discuss advantages and disadvantages of their job.

Invite a guidance counselor to talk about "Planning Your Life." Emphasis on individual needs, interests, abilities, limitations would be explored.

Post pictures on bulletin board showing different careers for youth.

Make a pictorial chart showing careers in the field of home economics.

Study and list personality traits and moral responsibilities which are important in being successful in a career.

Take field trips to factories, mills, shops, etc. Visit and observe people at work in occupations.

Name some noteworthy women who have been homemakers and had a career. Make a report on one or two of these women.

Plan a fashion skit to show how to dress properly when applying for a job.

Dramatize interviews, giving illustrations of questions asked and their answers.

Write a letter of application for a specific position.

Study application blanks used by different business firms. Discuss correct way of giving information required.

Have a discussion by students who have been employed to relate experiences in locating and applying for a job.

Take a series of tests on personality and vocational interests and study the results.

Discuss "getting started in college needs some thought." Some points might be entrance tests, clothes, living conditions, over-all cost.

Discuss other means of continuing education, such as: home study course, adult classes, vocational schools, etc.

Students make a collage of jobs relating to careers.

Students prepare a list of possible job opportunities.

Using a want-ad from the newspaper, write a letter requesting an interview. Role play personal interview required when applying for a job.

SUGGESTED LEARNING EXPERIENCE continued

Use a flow chart to show how a decision one made can influence and bring about other decisions. Have students make a mobile showing the influence of decision.

Set up a problem involving a decision that is going to affect how the student will select a career. An example may be how to become a model. Have the student list as many alternative choices as he can. Under each alternative, have two columns: (1) advantages, (2) disadvantages. When all this is listed, have the student select an alternative and tell why.

Have the class choose a situation that is going to require a decision, such as choice of a career. Use flash cards to go through each step in the decision making process.

Discuss ways of reacting to problems.

Make a chart of ways one can react to problems such as: (1) ignore them, (2) try to run away or avoid them, (3) become so disturbed and upset you can't concentrate on doing anything constructive, (4) being too impatient --a haphazard approach with little accomplished, (5) attempt to shift responsibility, (6) face them realistically and try to make satisfactory decisions.

Select a sample problem. Have the class make two lists: (1) values, (2) goals that relate to the problem. Have class tell about how values and goals reflect on the decisions one makes. How do your values and goals affect your decisions?

Use case histories and questionnaire to show how to evaluate a decision. Discuss factors which can lead to making a better decision. Talk about the part "chance" may have in the decisions one makes.

Present a set of open-end situations for the class to complete that show a need for knowing the specific situation in order to make a decision.

Write short paper on what you like most about yourself.

Write a short essay evaluating your strengths and limitations.

Local psychologist should discuss with the class how we can cope with our limitations.

Discuss with the students how we can capitalize on personal attributes in seeking a job.

Set up a situation: Denise is quiet, shy, likes people, but doesn't participate, does acceptable work in math, science and communications, does not want to go to four years of college but is willing to consider less, is honest, takes pride in her work, and believes in doing an honest day's work. What kinds of occupations should she consider that will use these attributes?

SUGGESTED LEARNING EXPERIENCES continued

Students studying interior design will visit model homes to view various techniques in the art of decorating. The students will design and decorate a model home and explain how they used their creative ability and technology to accomplish the task.

A student interested in a home economics related occupation will research how technology affects work and leisure time, and give examples of how she sees technology affecting her future.

After discussing the rapid change in family living, the students will write and present a skit which depicts the types of work women may be doing in the future.

As an interested student in a home economics related occupation, the student will research how current trends and resulting demands may affect job opportunities.

After participating in a food service situation, the student will analyze his self characteristics based on his experience and evaluate these in terms of future job potential.

Two departments (Home Economics and Drafting) will exchange students for one period. The teacher will explain to the visiting class the career opportunities in his area.

Engage the students in the activities of each field--(e.g. the visiting drafting class can bake a cake.)

Students from home economics, after receiving information on how drafting knowledge helps in homemaking, could be given the opportunity to lay out a room and make a blue print.

Discuss reasons for job satisfaction and happiness at work:

Proper preparation and training for a job.
Good pay
Pride in one's work
Chance for advancement
Personal growth

Discuss reasons for unhappiness at work and on-the-job conflicts:

Poor preparation
Poor pay
High absenteeism
Tension between staff and members

Explore attitudes and values needs for job satisfaction:

Pride
Self esteem
Dedication

SUGGESTED LEARNING EXPERIENCES continued

Student will investigate his own assets and abilities and plan an imaginary business of his own.

Have local employers discuss with students the most common reasons for failure of their employees.

and/or

Have the students survey local employers to learn the reasons why an employee might fail in their business. (Tapes could be made of the interview to be played back to the class.)

Discuss with students the difference between gross income and "take-home" pay.

Provide students with several problems involving variations in gross income, exemptions and tax rate. The problem should include information on computing "take-home" pay utilizing social security tax, withholding tax--federal and state, insurance deductions, annuities, and other assessments.

A Civil Service type examination will be administered to the class.

Ask students to choose an occupation of their choice irrespective of income. Research this occupation:

1 - Income
2 - Location of work
3 - Future employment demands
4 - Other aspects affecting their personal life.

Ask students to choose an occupation realistic in relation to interest, wants and needs. Research this occupation as in the above statement.

After discussing interests, ambitions, and problems associated with careers, the student interested in a home economics related area will list the positive aspects of the job and the satisfaction she expects to receive.

After checking the want-ad section of the newspaper and underlining home economics related jobs, the students will list the specific homemaking skills and knowledge which could be transferred to those jobs with little or no additional training.

The student will participate in a work study or simulated work experience in a home economics related area in order to experience the actual working of his own value system and to discuss how it influences his behavior on the job.

After a simulated or actual work situation in a child development laboratory in a home economics area, the student will discuss and list her strengths and weaknesses and identify ways to use, strengthen, change or accommodate them.

SUGGESTED LEARNING EXPERIENCES continued

A student interested in clothing will visit a dry cleaning establishment and observe the interaction of workers, noting those jobs in which cooperation was necessary. She will list attitudinal changes she might have to make in order to work effectively in a similar situation.

Complete a health and appearance checklist.

Complete a health and appearance. Check list.

Discuss common everyday problems related to interpersonal employer-employee relationships.

Obtain from local employer a sample employee evaluation sheet. Discuss. Have the class devise own evaluation instrument.

Have students list all job-related risks including those encountered in commuting to and from work. List also any risks peculiar to or associated with home economics occupations.

The teaching Units and Lesson Capsules in this packet are resource materials that may be adapted to meet the needs, interest, and abilities of the students. Career information is easily integrated into present home economics curriculum and can conform with grade level understanding, desirable attitudes and skills.

Student participation is very important in developing a Career Idea Plan. Planning the study unit with the students will help them form broad questions about occupations for which answers might be found through learning activity packets, interviews, field trips, or reference materials.

PERSONALITY...CAN YOU DEFINE YOU?*

(Structured Version)

PRIOR TO THIS CLASS, ANNOUNCE THAT ON THIS DAY THE CLASS PHOTOGRAPHERS WILL TAKE THE SNAPSHOTS FOR THE INSIDE BACK COVERS OF THE GIRLS' NOTEBOOKS

PRINCIPAL OBJECTIVES OF THIS SESSION:

- To bring out the importance of the inner girl to her total image.
- To study the anatomy of personality ...what makes it.

Prop List:

- Slide projector, & projectionists
- 8mm film projector, film projectionists.

PRE-CLASS ASSIGNMENTS:

1. Bring to class a news picture and a 2-minute presentation on the women in the news whose personality you most admire. Explain why.

2. Have three-girl team make a study and class presentation on the Anatomy of Personality. What elements go into it?

3. Three-girl team to create a brief 8mm motion picture with narration on the subject "Focus on Personality." Have them use students in film, capturing on film the moments when a girl's personality is evident. Some of it they will need to stage, but most of it should be newsreel, documentary-type shooting..."as it happens."

TEACHER: Today we start probably the most exciting and most complicated part of the unit.

Question...can you imagine a girl who is strikingly beautiful ...but is terribly boring? If so...what could cause it?

(DISCUSSION)

BRING OUT THAT WE HAVE BEEN CONCENTRATING ON THE OUTER GIRL...HER APPEARANCE, AS SHE WISHES TO PROJECT IT. CALL ATTENTION TO THE INNER GIRL. TO BRING OUT YOUR GIRLS' INTERPRETATIONS OF WHAT THE INNER GIRL IS...CHALLENGE, SOMETHING LIKE THIS:

> Have you ever known a girl who is not particularly good-looking by your standards...but nearly everyone refers to her as "charming"..."delightful"..."lovely"..."a beautiful person"? Why?
>
> How do you define personality? Is it one thing...or several? What?

(DISCUSSION)

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*Developed by Bonne Bell

IF DISCUSSION NEEDS A PUSH, HERE ARE SOME PUSHERS:

Does fairness and loyalty have major importance in personality?

(DISCUSSION)

Is your opinion of the personality of Girl "X" determined more by what you think of her...or more by what she thinks of you?

(DISCUSSION)

Is the personality of Girl "X" determined in your mind by what she thinks of herself...or by what she causes you to think of yourself?

(DISCUSSION)

Perceptiveness. Is it possible that we consider most charming that girl who has perceived our own self-concept and accepts it?

(DISCUSSION)

A step beyond...is it possible that we consider most charming that girl who has not only perceived our own self-concept...but makes us feel exactly like our own self-concept?

(DISCUSSION)

Another step beyond. Can you imagine some girl who has adopted a self-concept so foreign to her real nature that she can't possibly live up to it? Can't possibly project it to the world? For example:

A girl who pretends she is an expert in, say, French, but only has a little knowledge? She finds herself in a situation where she's called on to act as an interpreter.

What is the effect? Pathetic? Brave? Comic? Phony? Or appealing as per Walter Mitty? All of these?

(DISCUSSION)

What did it do to that person...who adopted a self-concept that she couldn't carry off?

(DISCUSSION)

Are we in trouble if we try to convey an image that doesn't really fit us deep down inside? Or is it good to adopt a self-concept which is beyond our reach? How about if it is beyond our real desire...but we think it's what we should become...or what our parents would like us to become? Or our friends? Or neighbors? Or teachers? Or boys?

(DISCUSSION)

Has it ever happened to you that someone assigned an image to you which was not your own self-concept? When you went to a new neighborhood? Or to a new school? Or because of rumors which preceded you to the next grade?

If so...what was the effect upon you? Did you try to live up to this artificial concept of you? Or did you remain your true self?

(DISCUSSION)

Trust. What kind of girl do you trust most? Describe in detail with examples.

(DISCUSSION)

Involvement. Is a girl's image created more by what she says and how she looks or by the types of activity in which she becomes involved?

(DISCUSSION)

How about out-of-school involvement?

(DISCUSSION)

What kinds of extracurricular activities could express a girl's personality?

BACKGROUND MATERIAL:

- Adopting a cause...like ecology
- Welfare work; for example, assisting with crippled children
- Candy stripers in hospital
- Summer playground supervision
- Part-time job
- Political volunteer in campaign
- Highly competitive sports
- Small business of her own: cutting hair, baby sitting, photographing people's houses for sale, artwork...portraits of people's dogs.

GIVE ADVANCE NOTICE FOR THIS ONE: (TEACHER TO SET UP PROCEDURES) WHILE THE REST OF THE CLASS INFORMALLY DISCUSSES THE ANATOMY OF PERSONALITY, SET YOUR PHOTOGRAPHERS TO WORK BEHIND A SCREEN IN THE BACK OF THE ROOM TAKING THE PHOTOS FOR THE INSIDE BACK COVER OF THE GIRLS' NOTEBOOKS.

* * *

CONTINUE THE PERSONALITY SUBJECT...BUT WITH A CHANGE OF FOCUS. CALL FOR THREE OF THE STUDENTS TO DELIVER THEIR PRESENTATIONS ON THE PERSONALITY OF THEIR FAVORITE WOMEN IN THE NEWS.

(DISCUSSION)

IN THEIR NOTEBOOKS, HAVE THE GIRLS LIST A FEW WOMEN THEY ADMIRE WHO HAVE MADE AN IMPACT FOR SOME PERSONALITY TRAIT OR QUALITY OTHER THAN THEIR PHYSICAL APPEARANCE. IDENTIFY THOSE QUALITIES WHICH MADE THESE WOMEN OUTSTANDING IN THEIR FIELDS.

SOME BACKGROUND INFORMATION FOR DISCUSSION:

Coretta King...civil rights.

Barbra Streisand...not known as a great beauty; she stands out at top of her profession.

Totie Fields...comedienne.

Bernadette Devlin...called the Irish Joan of Arc.

Marian Anderson...noted not only for her voice but her character.

Kate Smith, Margaret Truman, Margaret Chase Smith.

Shirley Chisholm...black congresswomen from New York.

Eleanor Roosevelt...her work with U.N., underprivileged.

Margaret Mead--anthropologist-philosopher.

Rachael Carson...author-ecologist.

Helen Keller...overcoming a handicap and inspiring others.

Minnie Pearl...entertainer-philosopher.

Ella Fitzgerald...entertainer.

SOME BACKGROUND INFORMATION FOR DISCUSSION continued

Madame Ghandi, cultivating leadership qualities to help her people, as prime minister of her big country, India.

Dale Evans...work with kids (Mrs. Roy Rogers).

Golda Meir, onetime prime minister of Israel. A former U.S.A. school teacher with a dream and determination.

Pearl S. Buck...author-welfare worker.

Judy Garland...what special quality did she have as an entertainer?

Mahalia Jackson...entertainer.

Question: Does it frequently happen that the person who forgets her own self-image because she is intently involved in a project, a cause, an activity...strangely enough projects a much more compelling image than the one who sits around consciously designing a self-image?

(DISCUSSION)

AFTER THE ABOVE HAS BROUGHT OUT FURTHER DEFINITIONS OF PERSONALITY AND CHARACTER, ASK THE GIRLS WHAT THEY, THEMSELVES, CONSIDER THEIR MOST IMPORTANT PERSONALITY TRAIT. HAVE THEM NOW WRITE A NEW SELF-CONCEPT PAGE AND PUT TODAY'S DATE ON IT. EXPLAIN THAT IT MAY BE EXACTLY IDENTICAL TO THE ONE THEY WROTE ON THE VERY FIRST DAY OF THIS UNIT, BUT THEN, AGAIN, THEY MAY FIND THIS UNIT HAS CHANGED SOME OF THE IMAGE OBJECTIVES THEY WISH TO PROJECT. SET TIMER FOR FOUR MINUTES.

NEXT...ASK EACH GIRL TO LIST ON A NEW PAGE HER OUTSIDE ACTIVITIES, (JOB, YWCA, BAND, ETC.) SO THAT SHE CAN TAKE A LOOK AT THEM. DOES SHE FEEL THESE ACTIVITIES HELP HER DEVELOP HER INNER SELF? IF SO, HOW? IF NOT, SHOULD SHE JETTISON SOME AND TAKE ON OTHERS? DO THEY EXCITE HER OR DID SHE DRIFT INTO SOME OF THEM WHICH NOW BORE HER? SET TIMER FOR TWO MINUTES.

FOR THE FUN OF IT, ASK EACH GIRL TO START A PAGE WHICH SHE CAN THEN RIP OUT AND THROW AWAY: "MY WORST SECRET SELF."

EXAMPLES, IF NEEDED:

- Becoming a gossip? We all do a little of it; but can be harmful and vicious.
- Severely critizing others without knowing any of the circumstances under which they could be living?
- Criticizing without knowing I'm doing it.
- Making fun or ridiculing the less fortunate?
- Playing "follow the leader" in my own personal code?

EXAMPLES continued

Am I just a "sheep" when it comes to establishing a moral or ethical code...or am I mature enough to establish my own code and stick to it no matter what boy or girl friends think?

- Too smooth.
- Too eager to be liked by girls? Boys?

EXPLORE WHETHER THE DEVELOPMENT OF THIS INNER SELF PROJECTS THE INDIVIDUAL SELF-CONCEPT...SELF-IMAGE...EVEN MORE THAN DOES THE HAIR STYLE, MAKE-UP, DRESS.

(DISCUSSION)

TEACHER: It is important to examine carefully the self-concept image you want to project...because if you want it, it will happen.

* * *

TEACHER: Well...while we're coming to the close of this unit, these subjects will be of life-long interest. Now...just one more thing left to do. I'm going to set the timer for 15 minutes. I would like you each to take the final exam for the entire unit. Here's what it is. Answer the question which I will leave on the board for the entire 15 minutes:

"What have I learned that is important to me, personally, in relation to my own self-concept...regarding:

- complexion and make-up
- hair care
- figure care
- voice
- and my own self-concept of my personal image.

Will I make any changes because of it? What will they be?

* * *

SEWING *

A career in clothing could include occupations from home seamstress to top notch fashion designer. For a person who has the ability to learn the physical coordination and space perception necessary, the opportunities in this field are many.

The home seamstress or dressmaker does sewing either in her own home or in a specialty shop, constructing garments for individuals. She must know how to use color and pattern and her technical skill to disguise figure problems. The income can vary because the charge for this type of work is based on the time involved, difficulty of pattern and fitting, and the kind of material worked on, as well as the reputation of the seamstress.

Alterations people and assistants are usually employed by department stores or specialty shops. There may be opportunities in a shop where alterations are done exclusively. This job requires a knowledge of clothing construction, fashion and common sense to determine which alterations should precede others. The co pensation for this job is usually on a salary or hourly basis. In some cases the worker may be paid according to the number and type of pieces she alters. Experience will net a greater income.

Sewing maching operators may work in a variety of places. More are employed in garment manufacturing than in other fields, though many sew on items such as sheets, pillowcases, draperies, upholstery and canvas products. The sewing machines are larger, heavier and operate much faster than a home sewing maching. Machine operators need good eyesight, finger dexterity and hand-eye-foot coordination. Most sewing machine operators are paid according to the number of pieces they produce; therefore, higher earnings come mainly by improving one's speed and efficiency. (In South Carolina there are more jobs available in this area than any other.)

For the ambitious, creative and artistic person there lies a wide field of job opportunities in fashion designing. Because designers must keep ahead of fashion trends and set new trends, one will have to be innovative, creative and anxious to "try something new." The incomes vary considerably and are not always certain until the person's work has proved successful.

There are other jobs available in related fields dealing with clothing. Salespersons in ready-to-wear, fabric shops, or fabric departments need a working knowledge of clothes and sewing. To mend and repair clothes in a dry cleaners or laundry also requires sewing skill and ability.

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* Developed by South Carolina Office of Vocational Education

ACTIVITIES

1. Acquaint students with jobs in sewing field.
2. Student interview.
3. Visit clothing or sewing class in a vocational school.
4. Have a fashion buyer or specialty shop owner visit class.
5. Visit mill to see how cloth is made.
6. Three basic types of fabric weaves.
7. Visit to fabric shop.
8. Fabric samples--collect and identify.
9. Sewing machine.
10. Work at the sewing machine.
11. Small equipment.
12. Torn project.
13. Art and design in fashion.
14. Pin pattern and cut properly.
15. Staystitching and directional stitching.
16. Seam finishes.
17. Cut and join a bias.
18. Handsewing.
19. Scissors or shears case.
20. What makes a good alterations person?
21. Visit alteration room or shop.
22. Basic alteration.
23. Visit to dry cleaning establishment.
24. Visit a garment manufacturer.

Supplementary activities.

Activity 1 Acquaint students with jobs available in sewing field

A. Objectives: Students will be able to name several jobs in the sewing field.
Student will be able to describe each job and name some of the responsibilities of the job.

B. Tools and equipment: None.

C. Materials: None.

D. Procedure:

1. Class discussion, students compile a list of jobs that could be included in the sewing field. Write on chalkboard.
2. Discuss each job mentioned, covering these points:
    a. Type of job.
    b. Opportunities.
    c. Advancement opportunities.
    d. Major duties.
    e. Knowledge, skills, and abilities required of the worker.
    f. Personal qualities, education, health requirements of the worker.
    g. Salary range.
    h. Working conditions.
    i. Fringe benefits.

Suggested list of jobs for discussion:

Sewing machine operator
Seamstress
Alterer or alterationist
Alteration assistant
Drapery maker
Mender or repairer in dry cleaners or laundry

Related jobs:

Sales person in ready-to-wear, clothing store, fabric shop, workers in department stores, apparel shops, interior decorating shops, textile mills, garment manufacturers, tailoring shops, laundry or dry cleaning establishments, shoe shops, or millinery shops.

Time allotted: One one-hour class period.

Activity 2 Student interview.

A. Objectives: Student will decide which career he is most interested in and will report to the rest of the class on this career.
Student will interview a person employed in the career he has chosen for his report.
Student, as a result of a personal interview, will gain firsthand information concerning a job and will be better able to judge for himself if that is the job for him.

B. Tools and equipment: None.

C. Materials: None.

D. Procedure:

1. With class participation in discussion, list on the chalkboard the jobs in your community in the sewing and clothing field.
2. Student will make his choice.
3. Give some pointers for conducting an interview and have the class decide on the most important questions that should be included in the interview.
4. The report on the interview should be brief and a written form should be turned in to the instructor as well as an oral report given to the class.

Questions to be considered in the interview:

1. What training is necessary for the job?
2. What training or preparation did the person have for the job?
3. What are the opportunities for advancement?
4. What is the salary range?
5. Are there any special aspects of the job that you like or dislike?

Student should telephone or see the person he will interview to arrange a suitable time for the interview. Student should explain the purpose of his call and interview. Have list of questions to ask and take notes on the answers for the report to the class.

Time allotted: One one-hour class period.

Activity 3 Visit clothing or sewing class in a vocational school.

A. Objectives: Student will observe a sewing class and will learn something about what is expected of students in the class.
Student will be shown what is available on the high school level to help him further his training in the sewing field.
Student will become acquainted with class procedure.

B. Tools and equipment: Transportation to and from the vocational school.

C. Materials: None.

D. Procedure: Make arrangements with the director and instructor involved so that students will receive explanations of what is taking place in the class.

Activity 4 Have fashion buyer or speciality shop owner visit class.

A. Objectives: Students will become acquainted with some of the aspects of buying for a department store or specialty shop.
Students will learn the requirements for the job of buyer and will list them.
Student will learn what opportunities there are in the field of fashion merchandising.

B. Tools and equipment: None.

C. Materials: None.

D. Procedure: Ask resource person to speak to the class and determine what he/she may need that could possibly be supplied by the school. (This could be a movie or film strip projector, an overhead projector or equipment of this sort.)

1. Introduce speaker to the class.
2. After speaker finishes, have a question and answer period.

Time allotted: One one-hour class period.

Activity 5 Visit mill to see how cloth is made.

A. Objectives: Student will observe and become acquainted with the processes involved in the making of cloth.

B. Tools and equipment: Transportation to and from mill.

C. Materials: None

D. Procedure: Make arrangements with manager to have someone conduct a tour of the mill and explain the processes the students observe.

Activity 6 Three basic types of fabric weaves.

A. Objectives: Student will learn the three basic types of fabric weaves by weaving pot holders, each one to illustrate a different type of weave.

B. Tools and equipment: Looms and needles for weaving.

C. Materials: Loops for weaving.

D. Procedure:

1. Each student should have a loom, needle, and enough loops to make three pot holders.
2. Have large diagrams on display in the room or give each student a diagram of the weave:
   a. Plain.
   b. Satin.
   c. Twill.
3. Have actual fabric swatches of each type of weave available for students to inspect. (For plain weave a piece of cotton broadcloth is an example; satin weave a piece of satin is good; twill weave a piece of gabardine is good. Any fabric which illustrates the weave that can be seen clearly is acceptable.)
4. Instructor begin making the pot holder for plain weave. Arrange loops across loom according to Package instructions and weave needle through loops to achieve plain weave.
5. Students follow instructions and make pot holder after the instructor demonstrates.
6. Follow same procedure as for step 4 for satin and twill weaves.
7. Instructor check each student's work.

For additional information see pages 78-85, Steps in Clothing Skills, Dunn, Bailey and Vansickle, Chas A. Bennett Co., and pages 90-94, Guide to Modern Clothing, Sturm and Grieser, Webster Division, McGraw-Hill Book Company.

Time allotted: Two one-hour class periods.

Activity 7 Visit to fabric shop.

A. Objectives: Student will become acquainted with different types of fabrics that are available and observe the differences in them.
Students will become acquainted with various types of notions available such as thread, zippers, hem tape, hooks and eyes, elastic, etc.

B. Tools and equipment: Transportation to and from fabric shop.

C. Materials: None.

D. Procedure: Contact fabric shop owner or manager and arrange for someone to conduct the students on a tour and explain the fabrics, their uses, and answer any questions the students may have. (This visit is an excellent opportunity to collect fabric samples for Activity 8.)

Activity 8 Fabric samples---collect and identify

A. Objectives: Students will collect a variety of fabric swatches.
Students will identify each swatch and list some characteristics of each one.

B. Tools and equipment: None. (Every effort should be made to take advantage of the field trip in Activity 7 as a means for students to obtain fabric samples.)

C. Materials: Shears, stapling machine or glue, notebook or some orderly form in which to attach fabric samples.

D. Procedure:

1. List the fabrics that students are to have samples of, and list the identifying characteristics of each fabric. This list may be written on the chalkboard or copied and handed out to the students.
2. Have the students in discussion determine some of the characteristics by sight or touch.
3. Attach fabric swatch in notebook, write the name of the fabric and some of the characteristics beside it.
4. Also, list some possible uses of each fabric.
5. Compare similar and different fabrics, notice and write similarities and differences.
6. Students may be tested by having them to identify various fabric swatches.

Additional information: pages 86-113, Steps in Clothing Skills; pages 69-108, Guide to Modern Clothing; and pages 22-29, Tips and Tricks for Sewing.

Time allotted: One one-hour class period.

Activity 9 Sewing Machine

A. Objectives: Student will be able to name and identify (point out on the machine) the principal parts of the sewing machine.
Student will be able to properly thread the sewing machine and the bobbin.
Student will be able to correctly clean and oil the sewing machine.

B. Tools and equipment: Sewing machine, attachments (should include brush and machine oil as well as attachments such as zipperfoot.) Bobbin.

C. Materials: One spool of thread (size 50 or 60). Instruction manual by sewing machine manufacturer.

D. Procedure:

1. Instructor set up one machine to show students how. Students set up other machines.
2. Plug machine into wall outlet.
3. Name and point out principal parts, explaining the use, purpose, and/or importance of each one.
4. Students study machine and principal parts, naming and pointing out each one.
5. Instructor tests each student individually by pointing out part and having student name that part and/or give its use, purpose, and importance.
6. While instructor is testing one student, other students study the manual and pictures therein on threading the bobbin and threading the sewing machine and raising the bobbin thread.
7. Demonstrate how to thread a bobbin.
8. Demonstrate how to place bobbin in bobbin case correctly.
9. Students thread bobbin and place bobbin in bobbin cases correctly. (Students may use manual to to this; check to see that it is properly done.)
10. Demonstrate how to correctly thread the sewing machine.
11. Demonstrate how to raise the bobbin thread.
12. Students thread sewing machine and raise the bobbin thread.
13. Demonstrate how to clean sewing machine and oil and lubricate it.
14. Students clean, oil, and lubricate sewing machine (will need manual to put oil in correct places).

Additional information: USDA bulletin entitled, "How to Teach Sewing Machine Use and Care," PA-701; pages 242-257, Steps in Clothing Skills; and pages 243-249, Guide to Modern Clothing.

Time allotted: Two one-hour class periods.

Activity 10 Work at sewing machine.

A. Objectives: Student will be able to sit properly at the sewing machine.
Student will begin to develop or improve his hand-eye-foot coordination by stitching on lines on paper accurately.

B. Tools and equipment: Sewing machine.

C. Materials: Lined paper (See three succeeding pages.)

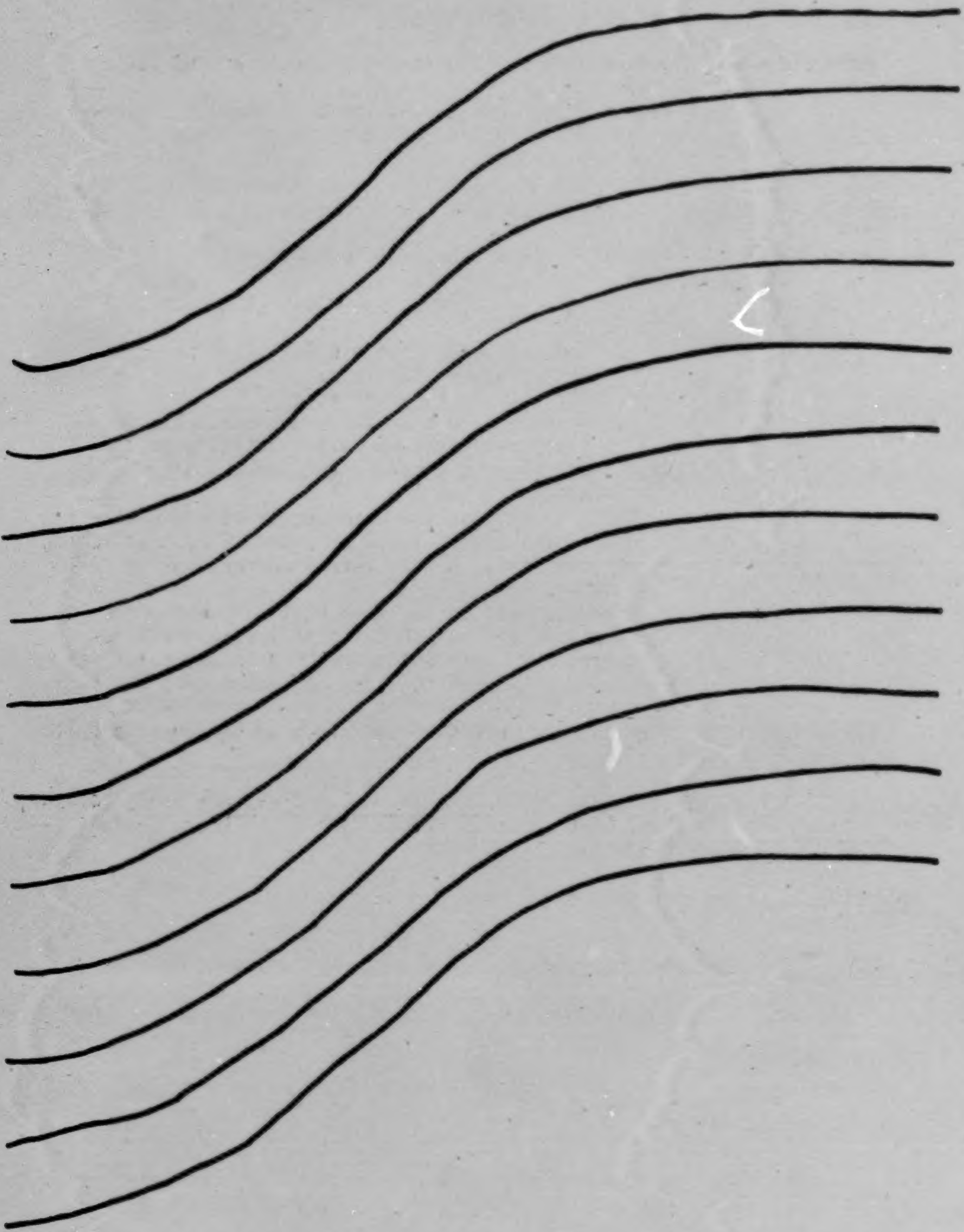
D. Procedure:

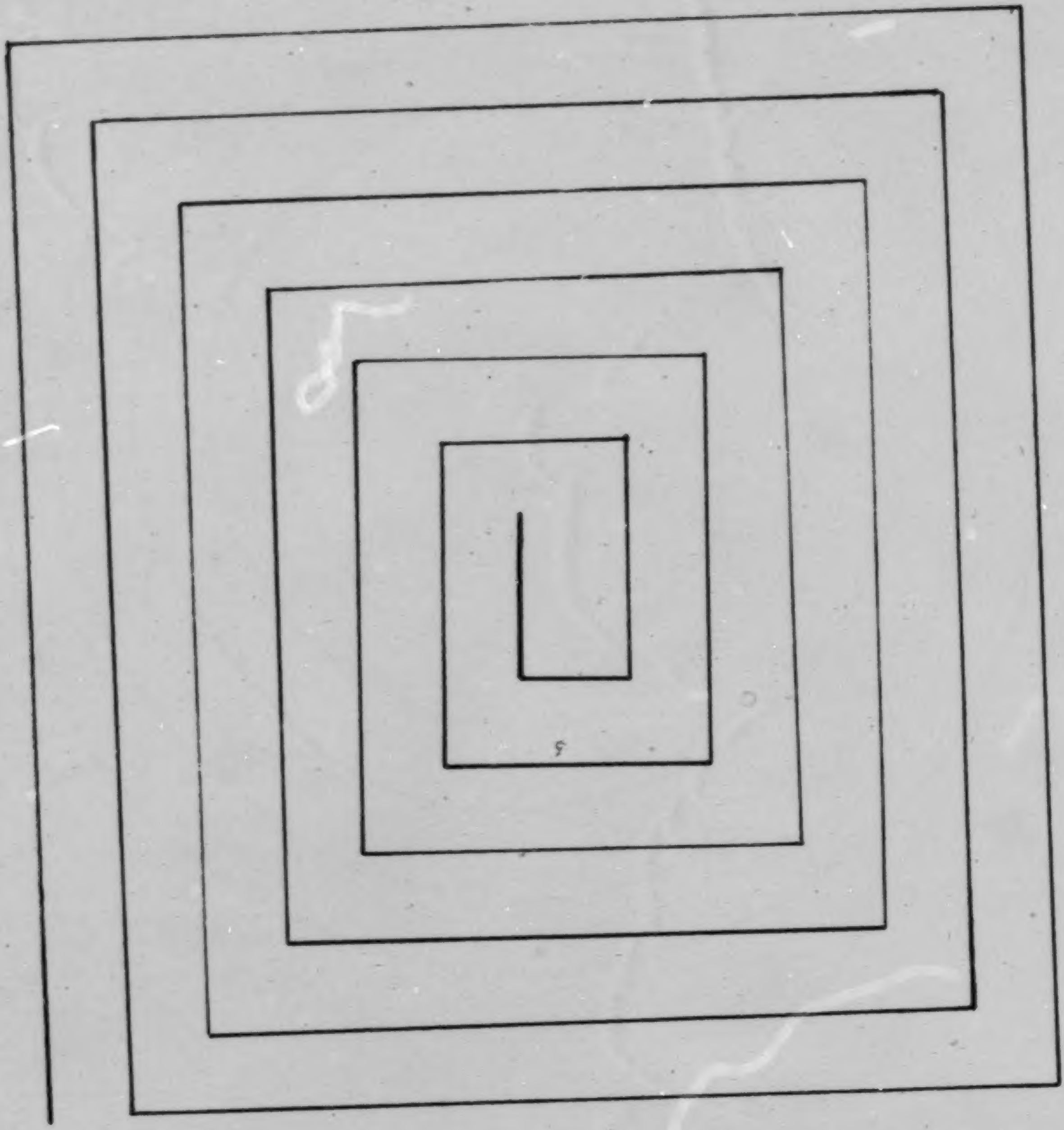
1. Demonstrate correct way to sit at the sewing machine.
    - a. Body centered with needle.
    - b. Feet flat on the floor.
    - c. Sit back on chair or stool.
    - d. Lean forward slightly, back straight, arms resting lightly on table. (Sitting right helps you sew better and keeps you from getting tired.)
2. Using sewing machine without thread, demonstrate how to follow the lines on paper without stitching off the lines, how to turn a corner, how to follow a curve.
3. Students will do the same at their sewing machines. Check to see that they are following the lines correctly. Each sheet may be done several times in order to work toward a perfect paper.

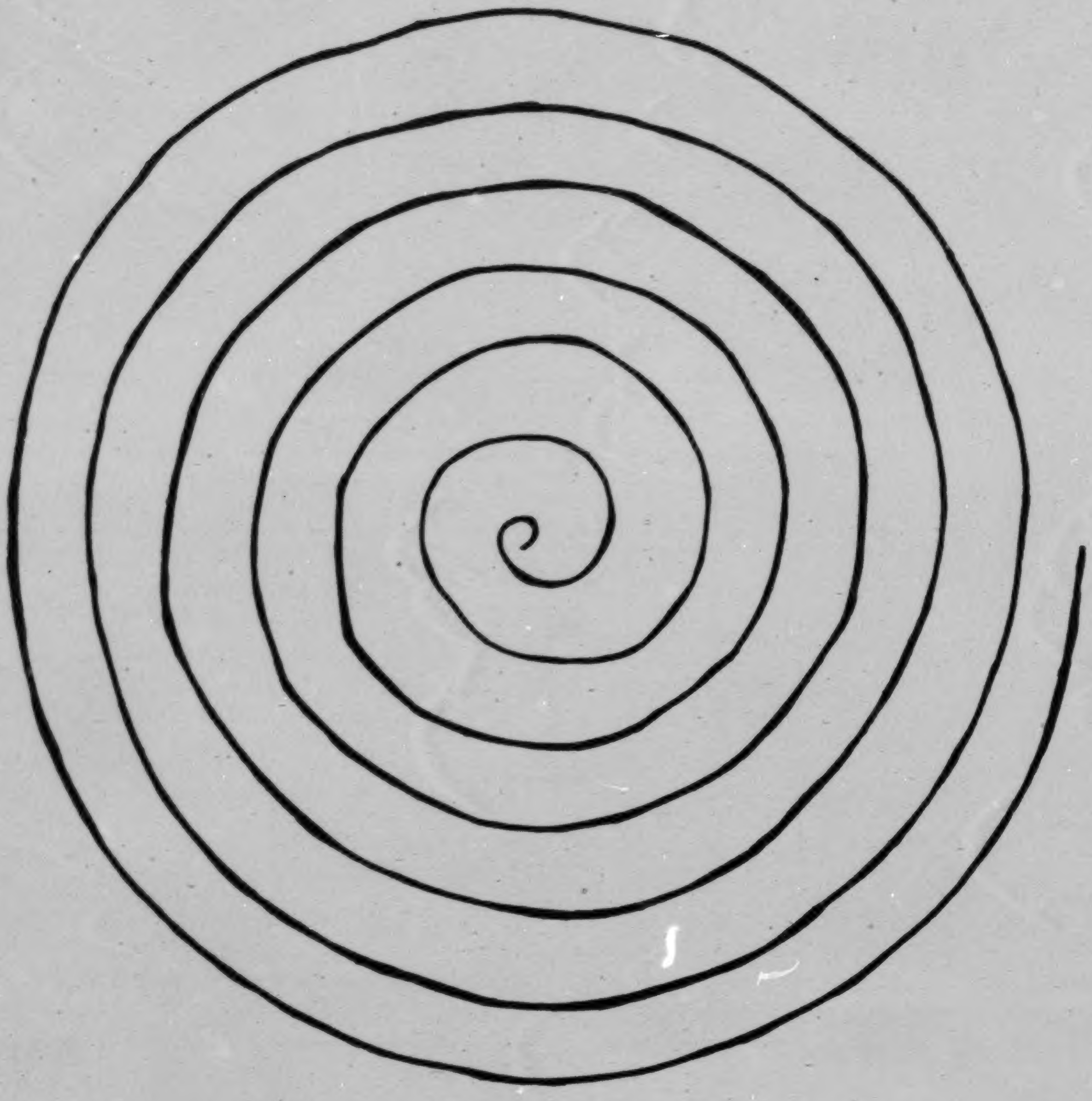
The three succeeding pages should be copied and given to students to follow on the sewing machine.

Additional information: pages 243, Guide to Modern Clothing; pages 242-257, Steps in Clothing Skills; USDA bulletin entitled, "How to Teach Sewing Machine Use and Care," PA-701.

Time allotted: One one-hour class period.







Activity 11 Small equipment.

A. Objectives: Student will be able to correctly use cutting tools, tracing equipment, tape measure, hem gauge, seam ripper, pinking shears.

B. Tools and equipment: Shears, scissors, tracing wheel and tracing paper, tape measure, hem gauge, seam ripper, and pinking shears.

C. Materials: One-half yard of fabric (cotton). (Each student will need each piece of the equipment listed above to use in class.)

D. Procedure:
1. Show and name each piece of small equipment.
2. One-by-one, show and demonstrate the use of each piece of small equipment. (After the instructor demonstrates each one, the students will use the equipment and will be checked to see that they are using it properly.)
   a. Cutting tools--shears and scissors and pinking shears. Demonstrate the correct way to hold and to cut. Show the difference between shears and pinking shears.
   b. Tracing wheel and paper--tracing paper is waxed on one side; waxed side is placed next to the wrong side of the cloth and trace with tracing wheel.
   c. Tape measure--60 inches long, metal tips on each end, made of firmly woven fabric that has been treated to prevent stretching or shrinking.
   d. Hem gauge--5 or 6 inch metal gauge with a sliding marker, for general measuring while sewing; used especially with hems.
   e. Seam ripper--used to rip seam stitching or cut machine made buttonholes.

For additional information see pages 230-238, Guide to Modern Clothing; Sturm and Grieser, Webster Division, McGraw-Hill Book Company; pages 228-238, Steps in Clothing Skills, Dunn, Bailey, and Vansickle, Charles A. Bennett Company, also pages 349, 356-638.

Time allotted: One one-hour class period.

Activity 12 Torn project.

A. Objectives. Student will make an apron by the method described below.
Student will gain experience in using the sewing machine, measuring, and will see a garment take shape as a result of their work.

B. Tools and equipment: Sewing machine, shears, iron and ironing board.

C. Materials: One yard of gingham, thread to match and hem gauge.

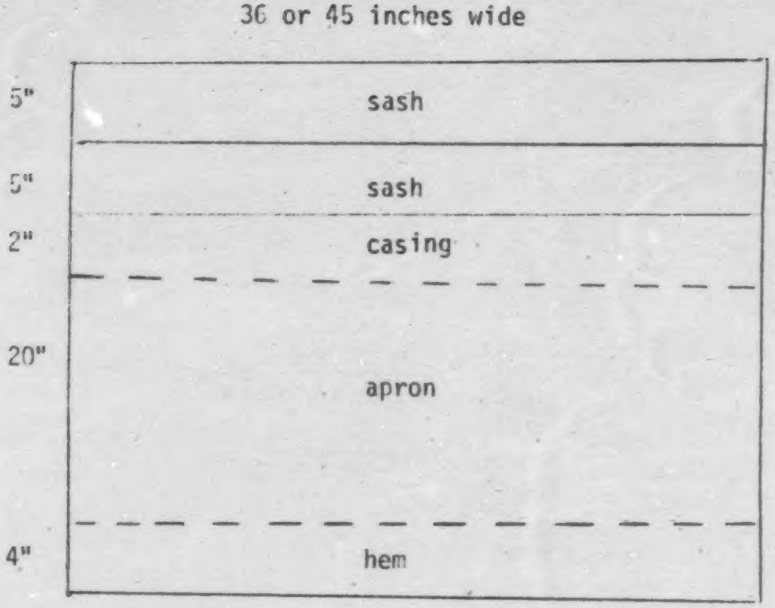
D. Procedure:

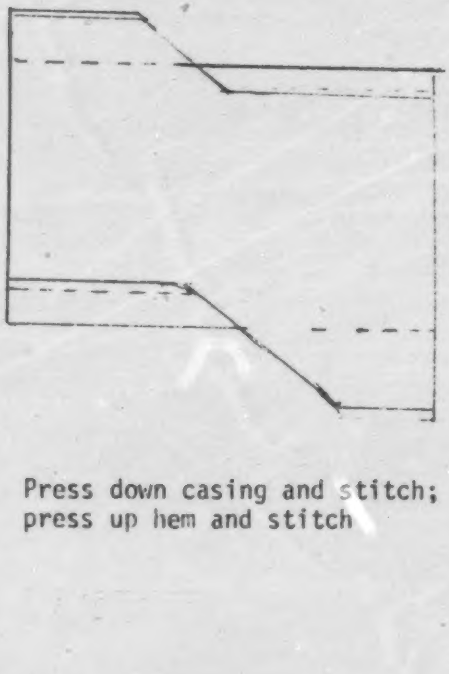
1. Lay the yard of fabric flat on the cutting table; cut along a woven stripe to make the cloth thread perfect (see Activity 14 or 17).
2. On the selvage, measure 5 inches from one cut edge, snip through the selvage and tear the strip off. Do this again so you will have two five-inch strips to make the sash of the apron.
3. The remaining piece of cloth should measure 26 inches. Across one cut edge press under two inches for the casing. Of this two inches, press under one half inch of the edge.
4. Machine stitch near this folded edge.
5. On the other cut edge press up four inches for the hem. Press under one half inch at the edge and hem the apron by machine or by hand.
6. To make the sash, stitch the five inch wide strips together at one end, making one long strip.
7. Fold this long strip together lengthwise, right sides together, and pin the edges together.
8. Stitch across the short end turning the corner and stitching the full length with a 5/8 inch seam. Leave open six inches at the center so you can turn the sash right side out.
9. Trim across the corners of the sash and turn the sash right side out.
10. Press the sash and slipstitch the opening closed.
11. With a safety pin pinned to one end of the sash pull the sash through the casing.
12. Trim all loose threads and final press the apron.

See attached diagrams.

Time allotted: Four or five one-hour class periods.

TORN PROJECT

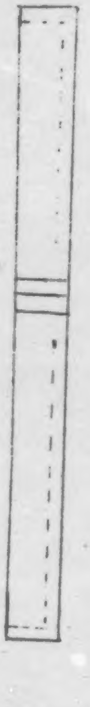




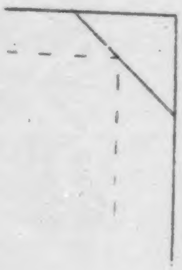
Press down casing and stitch;
press up hem and stitch

Stitch ends of sashes together

Leave open 6"
at the center
of the sash



Trim corners
of sash



Activity 13 Art and design in fashion.

A. Objectives: Student will learn and be able to recognize the elements of design and art in clothes.
Student will learn the effect line has on the figure and how line can minimize and/or camouflage figure faults.
Student will learn how colors affect figure size and which colors are suitable for her.

B. Tools and equipment: Scissors, stapling machine or glue.

C. Materials: Magazines or catalogs from which to cut pictures to illustrate design principals and art elements.
Notebook to attach pictures.

D. Procedure:

1. Have illustrations of the following design principles and discuss them with the class:
   a. Dominance.
   b. Rhythm.
   c. Proportion.
   d. Balance.
   e. Harmony.
2. Discuss the importance of line, the types of lines--structural and decorative. Discuss the illusions line can create:
   a. Vertical lines.
   b. Horizontal lines.
   c. Curved lines.
   d. Diagonal lines.
3. Color and value--discuss the qualities of color which seem to make color advance or recede, warm and cool colors: hue, value and intensity.
4. Discuss design and texture of fabric. Have different fabrics to illustrate the different designs or prints and the different textures of fabrics. (May use some fabric swatches in Activity 8.) Designs may be stylized, decorative, or abstract.
5. Cut out pictures to illustrate the points discussed; identify the picture and attach in notebook.

Additional information: Pages 32-108, Guide to Modern Clothing; pages 115-140, Steps in Clothing Skills; pages 43-82, (83-150), Opportunities in Clothing.

Time allotted: One one-hour class period.

Activity 14 Pin pattern and cut properly.

A. Objectives: Student will correctly pin pattern to fabric and accurately cut out pattern and fabric.

B. Tools and equipment: Shears.

C. Materials: One yard of fabric, one pattern piece--bodice front on the fold, pins.

D. Procedure:

1. Make cloth thread-perfect. (This is done by tearing across a cut end, pulling a thread and cutting on it, or by cutting on a woven plaid or stripe.)
2. Fold fabric in half lengthwise, selvages together, fold near you.
3. Lay pattern on the fold. It is very important that the line which the "lay of the fold" arrow points to be right on the edge of the fold. (Any error on the fold is doubled.)
4. Pin on the fold first, then pin around the other edges.
5. Pin by this method:
   - a. Hold pattern and fabric flat on the cutting table.
   - b. Pin through all layers without lifting them off the table.
   - c. Lift pin and bring it out against your fingernail.
6. Pin into the corners, point of pin goes into corner. On straight edges pins should point toward cutting line. Pin at each notch.
7. Use only as many pins as needed to hold the pattern securely.
8. Do not cut until your instructor has checked your work.
9. To begin cutting hold your left hand flat on the pattern near the edge where you are going to cut.
10. Slip the lower blade of the shears under the edge and close the blades and begin to cut. Do not lift the fabric off the table either with the shears or your hand.
11. Follow cutting line exactly, being sure to cut notches outward.

Additional information: Pages 336-355, Steps in Clothing Skills; pages 343-345, Guide to Modern Clothing.

Activity 15 Staystitching, directional stitching.

A. Objectives: Student will be able to staystitch correctly. Student will be able to demonstrate what is meant by directional stitching.

B. Tools and equipment: Sewing machine, shears.

C. Materials: Thread, bodice front cut in Activity 14.

D. Procedure:

1. Inspect a bodice front and show students what is meant by stitching with the grain. Observe that the thread ends all run the same way much the same way a cat's hair all runs the same way.
2. To stitch the same direction these threads run is to do directional stitching. All staystitching is directional stitching whenever possible.
3. Diagram on the chalkboard (or give students a copy of the diagram) the places on the bodice front that they have cut that they will do staystitching.
4. Thread sewing machines and bobbins ready to sew.
5. Beginning at the shoulder edge of the neck staystitch within the seam allowance (this is usually five-eighths of an inch unless otherwise specified). A good width to do staystitching is 1/2 inch from the cut edge.
6. Stitch from the shoulder to the center of the neck edge and stop. Break the thread.
7. To stitch the other half of the neck edge the bodice front will have to be turned over so you will be stitching with the grain from the shoulder.
8. Staystitch the shoulder edge, beginning at the neck edge and going out to the armhold edge.
9. Staystitch the armhole edges as diagrammed.
10. Staystitch the sides as diagrammed.
11. Check each student to see that she is doing the staystitching correctly.

Additional information: Pages 224, 226-228, 254-256, Guide to Modern Clothing; pages 375-379, Steps in Clothing Skills.

Time allotted: One one-hour class period.

Activity 16 Seam Finishes

A. Objectives: Students will be able to finish seams by pinking, binding, turning and stitching, and overcasting.

B. Tools and Equipment: Sewing machine, bobbin, iron and ironing board.

C. Materials: Thread, needle, 8 strips of fabric each 12" x 4", seam tape or bias binding in 12" strips (two strips for each student); shears and pinking shears to use.

D. Procedure:

1. To make seams, stitch two pieces of fabric together lengthwise, five-eighths of an inch from the edge. Do this to all the strips until you have made four seams, one on each two strips of fabric.
2. Open the seams and press open.
3. The following seam finishes are to be done:
   a. Pink the seams--Use pinking shears to trim near the raw edge of the seam. The seam may be stitched 1/4 inch from the edge and then pinked.
   b. Binding--If seam tape is used, fold it in half lengthwise and press a crease in it. Bias tape usually can be purchased already folded. Place tape around the raw edge of each half of the seam. Stitch near the edge of the tape.
   c. Turn and stitch--Turn under one-eighth to one-fourth of an inch on each raw edge of the seam, stitch near the fold.
   d. Overcasting--With needle and thread, stitch over each raw edge of the seam.

Additional information: See pages 262, 263, 264 in Guide to Modern Clothing, Sturm and Grieser, Webster Division, McGraw-Hill Book Co.

Time allotted: One one-hour class period.

Activity 17 Cut and join a bias.

A. Objectives: Student will locate the bias line in cloth. Student will cut two bias strips and join them with a line of stitching.

B. Tools and Equipment: Sewing machine, bobbin, iron and ironing board.

C. Materials: Thread, shears, 1/2 yard of fabric.

D. Procedure:

1. Make cloth thread-perfect. (To make cloth thread-perfect, tear across a cut end; or pull a crosswise thread and cut along this line; or cut along a woven stripe of plain).

2. Fold the corner up so the lengthwise threads run parallel with the crosswise threads. This fold line is true bias. Press.
3. Unfold cloth and cut along the pressed crease.
4. Measure a desired width for the bias to be and cut at least two strips this width.
5. If necessary, trim the ends of the strips along a thread, preferably the lengthwise one.
6. Lay one strip down, right side up. Place the other strip over it, right side down and at a right angle. Shift the edges so that they are exactly even at the sides where the seam will begin. (Note that the points will not match.)
7. Stitch the seam and press it open.
8. Trim the triangle tips.

Additional information: Page 145, Teen Guide to Homemaking, Barclay and Champion, Webster Division, McGraw-Hill Book Co.; page 269, Guide to Modern Clothing; pages 491-495, Steps in Clothing Skills; pages 13-16, Tips and Tricks for Sewing.

Activity 18 Handsewing.

A. Objectives: Student will make a variety of stitches by hand with a needle and thread.
Student will sew on a hook and eye.
Student will sew on buttons with and without a shank.

B. Tools and equipment: Shears.

C. Materials: Needle, thread (in a color contrasting the cloth student is using), fabric pieces to sew on (may use the remaining portion after bias is cut in Activity 17) or one-fourth of a yard of cloth, hooks and eyes, one button with a shank and one button without a shank or a sew-through button.

D. Procedure:

1. Instructor will demonstrate each of these stitches:
   - a. Basting.
   - b. Running stitch.
   - c. Back stitch.
   - d. Half back stitch.
   - e. Catch stitch.
   - f. Blind stitch or slip stitch.
   - g. Overcasting.
2. Students will thread a needle and do the stitches after the instructor demonstrates each one. (It would be very helpful if the students had a diagram of each stitch.)
3. Students will make at least one row of each kind of stitch.
4. Instructor will demonstrate sewing on a hook and eye, and both types of buttons.
5. Students will sew on a hook and eye and both types of buttons.

Additional information: Pages 144-149, Tips and Tricks for Sewing; pages 413-425, Steps in Clothing Skills, pages 278-283, Guide to Modern Clothing.

Time allotted: Two one-hour class periods.

Activity 19 Scissors or shears case*

A. Objectives: Student will work with felt in making this scissors or shears case.
Student will gain experience sewing around a curve and stitching a seam a designated width.

B. Tools and equipment: Shears, sewing machine, pinking shears.

C. Materials: Felt--1st color--1 strip 5" x 8 1/2" for case
2nd color--1 strip 4" x 1 1/4" for handle
3rd color--1 strip 3/4" x 4 1/2" for blade
Glue, thread.

D. Procedure:

1. Cut out patterns for all parts.
2. Cut out all parts of case.
3. Thread sewing machine.
4. Sew the two parts of the case together along sides and narrow end. Leave wide end open.
5. Spread glue on the back of the design parts which are cut from felt. Press firmly to case.
6. Pink outside edge of seam allowance.
7. Place a heavy book on the case until glue is dry.

Time allotted: One one-hour class period.

*See page 260, Steps in Clothing Skills for shears' case pattern.

Activity 20 What makes a good alterations person?

A. Objectives: Students will identify the personal qualities needed by an alterations person.
Students will recognize that personal improvement is an important factor in job success.

B. Tools and equipment: None.

C. Materials: None.

D. Procedure:

1. Discuss and list on the chalkboard the personal qualities of a good employee and see how they apply specifically to alterations workers. These are some qualities that may be discussed:
    a. Loyalty.
    b. Honesty.
    c. Punctuality.
    d. Enthusiasm.
    e. Willingness to cooperate.
    f. Courteous.
    g. Dependable.
    h. Tactful.
    i. Considerate.
    j. Fairness.
    k. Helpful.
    l. Mature.
    m. Agreeable.
    n. Kind.
2. Discuss how one may improve in any area which may not come up to class standards.
3. Discuss the influential factors in securing and holding employment:
    a. Attitude.
    b. Appearance.
    c. Personality.
    d. Skills.
    e. Human relations.

Additional information: Pages 9-42, Opportunities in Clothing and pages 59-67, Steps in Clothing Skills.

Time allotted: One one-hour class period.

Activity 21 Visit alteration room or shop.

A. Objectives: Student will observe the operation of an alteration room or shop.
Student will become acquainted with procedures in an alteration room or shop.
Student will observe some alteration techniques and learn some aspects of the job of alterationist or alteration assistant.

B. Tools and equipment: Transportation to and from alteration room or shop.

C. Materials: None.

D. Procedure: Make arrangements with manager to have someone explain procedures to students and to discuss the techniques being used.

Activity 22 Basic alteration.

A. Objectives: Student will be able to shorten a skirt to a desired length.
Student will be able to use a hem marker correctly.

B. Tools and equipment: Chalk type or pin type hem marker (preferably one of each type). Sewing machine.

C. Materials: Student will bring to class a skirt that is too long for her. Thread, needle, straight pins, shears.

D. Procedure:

1. Students will perform each step of the alteration as the instructor does.
2. Students pair up to make new hems.
3. Remove present hem from skirt.
4. Student will put skirt on and her partner will mark the new desired length.
5. Remove skirt and lay it on the table.
6. Turn hem up along marked lines and pin in place.
7. Measure depth of hem to be 2 1/2 or 3 inches. (If hem is not as wide as 2 1/2 or 3 inches, measure the narrowest part and mark the rest of the hem that depth.)
8. Mark the depth of the hem all the way around the skirt.
9. Trim off any cloth in excess of the marked hem.
10. Attach hem tape, or clean finish (turn under 1/4 inch and stitch midway in the turn).

(continued)

11. Hem the skirt with needle and thread using a hemming stitch that is appropriate for the fabric. If hem tape is used, a regular hemming stitch may be used; if the hem is clean finished, a blind stitch may be used.

Additional information: USDA Bulletin, "Changing the Hem in a Dress or Skirt," PA-756; pages 320-321, *Opportunities in Clothing*, McDermott and Norris, Chas. A. Bennett Company; pages 560-564, *Dress, the Clothing Textbook*, Gawne and Oerke, Chas. A. Bennett Company; and pages 20-47, *Guide to Altering and Restyling Ready-made Clothes*, Mary Johnson, E.P. Dutton & Company.

Time allotted: Three one-hour class periods.

Activity 23 Visit to a dry cleaning establishment.

A. Objective: Student will observe the equipment and methods used in cleaning and pressing.

B. Tools and equipment: Transportation to and from the dry cleaning establishment.

C. Materials: None.

D. Procedure: Make arrangements with the owner or manager to have someone conduct a tour and explain the processes the students are observing.

Activity 24 Visit a garment manufacturer.

A. Objectives: Student will observe the procedures in garment manufacturing.
Student will observe industrial sewing machines in operation.

B. Tools and equipment: Transportation to and from the garment manufacturing plant.

C. Materials: None.

D. Procedure: Make arrangements with the manager to have someone conduct the students and to explain the procedures that are followed.

Supplementary Activity 1 Invite sewing machine operator to visit class.

A. Objectives: Students will gain more insight into the job of sewing machine operator.

B. Tools and equipment: (Check with resource person to see what equipment might be supplied by the school, such as slide or movie projector, overhead projector.)

C. Materials: None.

D. Procedure:
1. Introduce the speaker to the class.
2. At the end of the talk, conduct a question and answer period.

Supplementary Activity 2 Ask alterations person to visit class and discuss her job and demonstrate some of her techniques in alterations.

A. Objectives: Students will gain more insight into the job of an alterations person and to her work.
Students will observe some alterations techniques used by the resource person.

B. Tools and equipment: (Check with the resource person to see what equipment might be supplied by the school, such as a sewing machine, iron and ironing board, hem markers, etc. Most of the items she will probably need can be found in the home economics department.)

C. Materials: None.

D. Procedure:
1. Introduce speaker to the class.
2. Resource person will conduct the class.
3. Conduct a question and answer period.

FOOD SERVICES CLUSTER *

Junior and senior students in the food services cluster learn by experimenting in a food service facility of their own. Books, films, and guest speakers are utilized throughout the course. There are 19 study units on food preparation and one on cashiering.

MEAT SERIES

The meat series has four study units on meat identification and composition, advantages of low temperature cooking, and the various ways of cooking meat such as roasting, broiling, panfrying and braising.

How to Recognize Kinds of Meat (Time to complete: 2 weeks)

Because meat is the most expensive food purchased and it is the main part of all restaurant menus, it is important to know the difference between meats and their cuts. This study deals with the difference between beef, pork, veal, lamb and wild game meat. The student also will learn to relate a cut of meat to its location on the animal.

Each student will be required to observe a meat cutting demonstration, take a field trip to a meat processing plant and read five articles or pamphlets from a prepared list. They also will select five other assignments to complete from a prepared list. Some suggestions are interviewing a meat inspector, studying charts on wholesale and retail cuts of meat, visiting a meat department in a supermarket or visiting a custom butcher.

The objectives of this unit are to have each student accomplish the following:

1. Given 10 meat cuts, identify seven as to name and animal origin, and tell whether they are wholesale or retail cuts,
2. Explain the relationship between the part of the animal to the tenderness of meat,
3. List ways to care for fresh meat in the restaurant,
4. Explain features of meat that denote tenderness,
5. Identify 10 out of 12 meat terms,
6. Explain and give examples of "meat trim" and "edible portion,"
7. Explain meat inspection and grading, and
8. Describe two occupations that depend upon the meat industry.

Meat Composition and Cookability (Time to complete: 1/2 week)

This unit provides an understanding of meat's contribution to nutrition.

Films, books and pamphlets are suggested resources to help students achieve the following objectives:

1. List four nutrients in meat and their uses by our bodies. Relate two of these to cooking quality.
2. List four components (parts) of meat and explain why it is necessary to consider these when cooking.

*Curriculum Abstracts, Project Vigor, Portland, Oregon

Cooking Meat Low and Slow (Time to complete: 1 week)

It is important to know how to cook meat in a satisfactory manner since the protein in meat is toughened by improper cooking.

The students will take a pre-test and those who score less than 90% accuracy will be required to do the following learnings:

1. View a filmstrip on cooking meat by moist or dry heat,
2. Read material on meat cookery,
3. See demonstration on basic meat cookery,
4. Prepare meat at home, and
5. Find a recipe using a meat marinade.

The objective of the course is to have each student select the correct cooking methods for tender and less tender cuts of meat.

Preparing and Serving Meats (Time to complete: 1 1/2 weeks)

It is important to the diner to be served foods attractively garnished as well as foods having excellent eating qualities.

Reading material is available on methods of cooking meat, the criteria for judging cooked meats and carving instructions. The students also will find articles on meat garnishing and accompaniments.

They will learn to compose a timetable for temperature and cooking of meat and they will prepare meat at home by roasting, simmering or grilling.

The objectives of this unit are to have each student:

1. Describe procedures for preparing meats by roasting, simmering, broiling, grilling and frying,
2. List temperatures for meat cookery and explain how a meat thermometer is used,
3. List acceptable criteria for judging meat cookery,
4. Demonstrate meat carving,
5. Demonstrate the portioning of meat by serving a 2 oz. portion of roasted meat and a portion of ground beef in 4 oz., 2 oz. and 2 1/2 oz. portions,
6. Choose garnishes suitable for at least six meats, and
7. Prepare and evaluate a meat dish.

FRY COOKING

The fry cooking series takes up management of time and effort, portioning, sandwich making, griddling and french frying. It also has material on the use and care of the griddle, fryer and slicing machine.

Setting Up the Fry Station (Time to complete: 3 weeks)

At this station the customer places his order and waits to have it prepared. It is essential that utensils and equipment are ready and foods sliced or mixed ahead of time so the fry cook can get his orders out quickly.

The students will experiment with different placements of a knife, spreaders, dippers and a spatula to find a layout that keeps motions to a minimum.

They will chart an experiment illustrating the tranfer of food from refrigerator and store room to the work center by using a tray, cart or carrying by hand.

The student will determine the best height for spreading butter on sandwiches, scrambling eggs, chopping onions and slicing a tomato.

Another activity will demonstrate the use of a french knife, the safety factors in handling knives and the care of knives.

Storage of sandwich fillings and other food is important in quantity food production. The students will learn about storage containers, how to wash and sanitize utensils and containers, and review the safe temperatures for storing food.

The class will make a check list of foods for an early breakfast at a restaurant and they will chart the duties for the fry cook from the time he reports for work at 6:00 a.m. until the restaurant opens at 7:00 a.m.

The objectives of this unit are:

1. Given the necessary tools and materials, the student will take not more than three minutes to arrange them so that work will flow in a single path from raw material to the finished stage,
2. Given the ingredients and standardized recipes and tools, the student will mix three sandwich fillings and place them in covered containers in the refrigerator,
3. Given a breakfast menu, the student will make a check list to organize his work and to line up the fry station, and
4. The student will chart the check list in objective number 3 against a 7:00 a.m. opening.

Portioning Foods and Sandwich Making (Time to complete: 2 weeks)

Prices on a restaurant menu are usually figured on the cost of food. It is important to get the exact number of servings from each unit purchased. Sandwich making is largely involved with portion control.

Making sandwiches is a big job for the fry cook. Films and articles will help the student learn how to follow quantity recipes, learn dipper and ladle equivalents, and techniques of portioning food.

They will study a sandwich making layout and help the cafeteria department with quantity sandwich production and portioning of cooked meat and cheese. The students also will be encouraged to develop new sandwich ideas.

After completing this unit, each student will be able to:

1. Prepare a sandwich layout for 2, 16, and 48 sandwiches and assemble part with sliced meat and cheese and part with filling,
2. Portion a known weight of sandwich filling into a corresponding number of sandwiches with 100% accuracy,
3. Select the correct dippers, ladles and scoops to serve casseroles, soups and desserts according to recipe specification, and
4. Arrange sliced meats or cheese in uniform portions by weight and tray in amounts of 10.

How to Use the Griddle (Time to complete: 2 weeks)

The griddle is fast and easily cooks a variety of short order foods. It is important for the fry cook to know how to use the griddle efficiently and safely.

The manufacturer's manual will explain the care and the use of the griddle. Other books and articles will tell about griddling temperatures, egg and meat cookery and how to prevent grease fires.

The class also will see demonstrations on cooking eggs, bacon, hamburger patties and sandwiches.

The objectives of this unit are to teach each student how to:

1. Set the thermostat to grill hamburgers, eggs, pancakes and cheese sandwiches,
2. Use the timer for cooking eggs in the shell,
3. Fry eggs up, over and basted without breaking the yolk,
4. Cook a hamburger patty without undue loss of juice or shrinkage,
5. Fry bacon and drain it before serving,
6. Grill sandwiches,
7. Scrape down a griddle to remove excess fat,
8. Clean a griddle at the end of a day, and
9. Put out a grill fire.

How to Use the French Fryer (Time to complete: 1 week)

The french fryer cooks food in a unique manner. Many restaurants use fryers to allow many more foods on the menu. It is necessary to learn how to use the fryer correctly and to know how to prepare food for frying and judge individual cooking times.

Some students may have had experience in using a french fryer and they may take the post test. If the score is less than 90% accurate, they will be required to complete the following learnings.

The students will observe a restaurant worker use a french fryer and find out the name of the parts, the amount of fat needed to fill the tank, the thermostat settings for different foods and the length of cooking time.

The students should become familiar with the vocabulary of the trade. If possible, they should do some deep fat frying even if it is on a small scale.

Books and articles will explain about coating foods, cooking temperatures, frying fats and steam frying.

Each student will learn how to:

1. Set and read the thermostat,
2. Select one of three frying fats that rates the highest and explain why,
3. Fill the fryer correctly,
4. Cook french fried potatoes, and
5. Drain, clean and refill the fryer and judge the condition of the fat for reuse.

How to Use the Slicing Machine (Time to complete: 1 week)

The slicing machine is one of the most frequently used pieces of equipment in the restaurant.

The students will learn to label the parts of the slicing machine and learn the cautions and procedures of its use.

Following a demonstration on adjusting slice thickness, the students will slice meat and cheese and arrange the foods on storage trays.

Each student will learn how to:

1. Use the blade control indicator,
2. Load the food carriage and use the food holder,
3. Dismantle and wash the slicer, sanitize the blade and reassemble the parts.
4. "Rest" the blade between use.

STARCH COOKERY

It is important to know about starch cookery as it is used constantly in food preparation. This series includes units on the composition of cereal grains (mostly wheat) and their use as thickening agents in gravies, sauces, main dishes and desserts.

Kinds of Thickeners in Most Sauces (Time to complete: 2 days)

Students will be reviewing the parts of the wheat grain and learning about the quality of wheat and corn as thickening agents.

The objectives of the unit are to have each student:

1. List the two thickening agents most frequently used and their plant source. List a third one most often used in pie fillings,
2. Explain the behavior of starch when used as a thickener, and
3. Describe an application of dehydrating gelatinized starch in the manufacturer of convenience foods.

How to Cook with Starch (Time to complete: 3 days)

The first rule in starch cookery is to separate the tiny granules of starch. Each student will learn the factors which affect the thickness of a cooked starch paste, gravy or sauce. Another activity will concern gelatinization or the swelling of the starch granules when placed in water.

When the students have completed experiments in starch cookery, they will be able to:

1. Show three ways to separate starch granules,
2. Demonstrate the factors which affect the thickness of a sauce including the effect of heat and acid,
3. Prepare a cornstarch thickened pudding, a brown gravy from flour and water whitewash, a white sauce using a roux and a vanilla pudding thickened with tapioca.

Other Thickeners and Their Uses (Time to complete: 1 day)

This unit covers warm and cold sauces, leading and secondary sauces. The students will make a chart of the sauces beginning with the leading sauces and show how other sauces and gravies are derived.

They will learn the rules of using eggs, crumbs and finely chopped vegetables as thickeners. Reading assignments will show how to substitut-one thickener for another and explain how protein acts as the thickening agent in eggs.

The objectives of this unit are to have each student list:

1. Two other thickeners and explain the technique in handling, and
2. Appropriate foods or dishes to use these thickeners.

Gourmet Dishes Based on Starch Cookery (Time to complete: 4 days)

Books and films will give students expert tips on making smooth sauces and soups.

The students will learn how to:

1. Make acceptable white sauce and gravy,
2. Make two leading sauces unassisted, and
3. Prepare a souffle, lemon pie, aspic salad, chiffon pudding and frozen dessert.

YEAST DOUGHS

This series contains a study of yeast dough components, the use of the bake oven and roll making.

Yeast in Baking (Time to complete: 1/2 week)

The best bread and rolls result when the cook knows the role of each ingredient and then uses each to its best advantage.

Each student will be required to:

1. Demonstrate the use of the yeast organism as a leavener by dissolving yeast in lukewarm water and then explaining what is occuring in regard to ingredients, temperature and time,
2. Describe the two forms of yeast as to content, appearance and shelf life,
3. Explain how to convert a recipe from one form of yeast to another,
4. Describe the storage of yeast in a restaurant kitchen,
5. Define fermentation, dehydration, proofing and ovenspring,
6. Explain how to add yeast to other ingredients, and
7. Explain how a sour odor, sunken-in look, coarse texture and tough texture come about in freshly baked bread.

If the student feels he can fulfill these objectives, he may take the pre-test. He must score 100% accuracy or complete reading assignments and view filmstrips covering the objectives. Another learning activity can point out favorable and unfavorable conditions for yeast growth.

Learning about Flour (Time to complete: 1/2 week)

Good judgement in handling flours (wheat) in baked products is an important factor of successful baking.

The student will learn about the appearance and texture of wheat flours. He will make a gluten ball to discover how gluten holds the other ingredients of a bread dough. Reading assignments will help them learn about types of flour.

At the conclusion of this unit, the student will be able to:

1. Name three classes of wheat and the four kinds of flour classified by use,
2. Describe the characteristics of flour used in bread dough,
3. Name the food group that flour belongs to and the nutrients in flour,
4. Describe the effect of liquids and the action of kneading on flour,
5. Explain the interaction of yeast and flour in bread dough, and
6. List the contribution of flour in baked products.

How to Use a Bake Oven (Time to complete: 1/2 week)

The success of baked products is largely due to skill in baking. It is important to learn placement of foods in the oven and how to regulate the oven temperature.

Books and manuals are available on the operation of stack ovens, oven temperature terminology and baking temperatures. The students can observe the technique of removing hot baking sheets from an oven at the bake shop in the school cafeteria.

The objectives of this course are to have each student:

1. Arrange the oven racks to allow circulation of air,
2. Turn on the oven, set the thermostat and set the timer for the estimated baking time,
3. Check for doneness and determine whether baking is finished in yeast breads, rolls, cakes and custards, and
4. Remove the rack products for cooling and from the pans before sticking and sogginess occur.

Making Bread (Time to complete: 2 weeks)

Bread making is basic to all yeast products. The knowledge in using ingredients and the skill in mixing and kneading can be transferred to other yeast leavened products.

The students will watch a demonstration of bread making and as part of the course they will make one-half recipe of Coolrise Bread. Reading assignments will help them learn the terminology and classifications of bread making.

At the end of the learning activities, each student should be able to:

1. List the ingredients and their function in a simple bread recipe,
2. Weigh flour, yeast and liquid, and read a thermometer testing water temperature,
3. Knead dough by hand and form it into a loaf,
4. Make bread using hand kneading or the machine kneading method,
5. Operate a mixing machine and oven, and
6. Judge baked bread by appearance, flavor, texture and tenderness.

Making Plain Rolls (Time to complete: 1 week)

The addition of milk, fat and eggs characterized yeast rolls as compared to yeast bread. This unit covers the handling of these ingredients as well as the techniques of scaling and shaping rolls.

Books and photographs will help the students learn about roll dough production, roll forming, and braided bread and rolls.

The objectives of the course are to have each student:

1. List the ingredients for plain yeast rolls in the order of their use,
2. Explain the function of egg and additional sugar in roll dough,
3. Prepare a recipe of roll dough, scale it into 2 oz. rolls and prepare a baking sheet,
4. Evaluate the finished product as to uniformity, color, texture, flavor and tenderness.

Making Sweet Rolls (Time to complete 1 1/2 weeks)

The addition of fruit and fillings to a sweeter, richer roll dough makes possible another yeast dough product.

The students will view films and read articles describing sweet roll dough, coffee cakes, and fillings and glazes for sweet rolls.

Each student will be required to:

1. Explain in writing how to combine ingredients for sweet rolls,
2. Prepare a coffee braid, Swedish stolen, bear claws, cinnamon rolls or butterscotch rolls, and
3. Judge the finished product according to flavor, appearance, texture and tenderness.

CASHIERING

This is the final unit in the food services cluster. Its objective is to have each student learn to make change correctly.

The students will practice making change with a box of play money and sample problems telling the amount of the purchase and the amount of money received. The students also will find the cash register manual a helpful resource.

Once a student has completed the classroom activities, he will be ready to make change in the class restaurant.

IT'S YOUR DECISION - Money Management*

A learning sequence designed to help students explore the use of limited resources to achieve a satisfying life style now and in the future.

Generalization

Decisions made in the management of resources can assist individuals and families to achieve a satisfying life style.

Individuals and families differ in resources available to meet economic needs and risks.

Values and goals influence the way in which income is earned and spent.

A satisfactory financial plan is designed to achieve the values and goals, needs and wants, of individuals and families.

Implementation of a financial plan involves re-appraisal and adjustment to meet changing conditions and needs.

LOOK INTO THE FUTURE

Discuss future plans of students

.what will you be doing a year, two years, five years from now
.what kind of life would you like to have
.what kind of job will you have
.where will you live
.will you be married
.will you be continuing your education
.what responsibilities will you have then

Explore financial responsibilities of young adults

Interview former students who are working and young married couples or examine budgets and financial records from case studies to identify major areas of expense in living "on your own".

.housing
.transportation
.food and clothing
.health
.recreation
.personal expenses

*Developed and taught by

Mrs. Kay Zahrt, Chairman
Home Economics Department
Edgewood High School
West Covina Unified School District
Los Angeles County School System
Los Angeles, California

Develop an Information Bank

Organize committees to investigate employment opportunities, possible income and living costs in these areas in the community. Develop an Information Bank on income and cost of living for use of students.

- plan procedures for securing data on areas of expenditures
- identify sources of information available in the classroom and community
- establish deadline and format for reporting
- prepare reports for Information Bank

DEVELOP A FINANCIAL PLAN

Initiate group or independent study projects in developing financial plans for particular individuals and families based on reports of employment and living costs in the community.

Consider the people involved

Money management takes place in the context of a way of life. The whole purpose of management is to use the resources you have to create the kind of life you want. Choose a life setting that you think will most nearly fit your future plans such as

- single person working and living at home
- single person working and living away from home
- two girls working and sharing an apartment
- student working part-time and living in a residence hall or off campus housing
- young married couple both working
- young married couple, one working, one in school
- young family with a new baby

Establish the identity of the individuals and families

- what are their values and aspirations
- what kind of life would they like to have - what is really important to them
- what are their long term goals
- what are their priorities and commitments
- what are their immediate needs and wants
- why did you choose this situation

Assess the resources available to them

Consult the employment committee report in the Information Bank for employment opportunities and income figures

- what educational preparation do they have
- what kind of job will they be able to get

- what income will they receive
- what deductions are taken and what do they cover
- what will they have in take-home pay
- what fringe benefits are included
- do they have any other sources of income
- what resources other than money may be available
- what influenced their choice of employment

    - location - convenience
    - means to a future goal
    - potential for advancement
    - money income
    - educational preparation
    - like the kind of work
    - opportunities the job affords

Identify financial goals at this period of their lives

- are they paying for a car, furniture, or other items on installments
- are they paying for education
- are they buying new wardrobes
- are they spending money for fun and recreation
- are they saving for something big in the future
- are they simply trying to make ends meet

Investigate the cost of living in the community

Consult appropriate committee reports in the Information Bank on living costs

Housing

Where will they live

- family home
- dormitory or off campus student housing
- apartment - furnished or unfurnished
- house
- mobile home

What priorities will they look for in housing

- cost
- location
- beauty
- convenience
- permanence

What will housing cost

- rent
- utilities
- household operation

will they need to buy home furnishings

- what will they need
- what will it cost
- how will they pay for it

Transportation

What kind of transportation will they use

- what kind of car will they have
- how far will they drive to work
- will they join a car pool
- will they ride the bus

What will transportation cost

- car payments
- insurance
- maintenance and operation
- bus fares
- parking fees

Insurance

What insurance against risk will they need

- health and accident
- life insurance
- automobile insurance
- fire and theft

What will insurance cost

- is insurance included in deductions from pay check
- is insurance part of fringe benefits of the job
- how much will premiums cost

Food

How much will they allow for food

- cost of preparing meals at home for a month
- special food needs of family members
- entertaining and hospitality
- cost of meals eaten in restaurants

Clothing

What will they spend for clothing

- new wardrobe for work or school

- special clothing needs - sports or recreation
- clothing needs of individuals

What about clothing maintenance

- laundry
- dry cleaning
- repair services

Recreation

What recreational activities do they enjoy

- sports
- movies
- music

What will recreation cost

- equipment
- fees for activities
- transportation

Personal needs

What are their individual needs

- grooming
- gifts
- school expenses
- books and magazines
- contributions
- medical and dental care

Do a trail run on the budget for one month

Estimate the costs and allocate money to each of the items on the worksheet

How much money will they have

- total income from all sources
  - income taxes
  - social security
  - special deductions
- disposable income

What are the fixed expenses they will have each month

- housing
- installment payments
- insurance premiums
- commitments or savings

What are the flexible expenses they will have each month but which they have some control over

- transportation
- clothing
- food
- utilities
- recreation
- personal expenses

What about their particular goals and emergency needs

- savings for particular goals
- fund for emergencies or opportunities

How did they come out

- did they come out even
- did they have some money left after expenses were paid
- what will they do with the surplus
- were they short of money
- what will they do about the deficit

Consider their alternatives and revise the plan

- where could adjustments be made to balance the budget
- what special goals are they working for
- which items are really needs - which are wants
- which categories are most important to them
- which expenditures would they be willing to reduce or eliminate
- do they need money for everything on the list
- what personal and community resources could they substitute for all or part of the cost of some items
- what proportion of the income is spent on fixed expenses
- can they afford the housing they have chosen
- what are they willing to sacrifice other things to achieve

Explore methods of record keeping

- how will they pay their bills
- what records will they keep
- what system of record keeping will they use

Anticipate the unexpected

Many unexpected situations occur in life - some good, some unfortunate. A satisfactory financial plan is flexible enough to adapt to changing conditions and needs.

Draw a chance card and adjust the plan to meet the situation. (You might try one month or test the plan for three or more months.)

- .where can adjustments be made to meet additional expenses
- .what would they do with additional income
- .how would they cope with unemployment
- .what would happen if their income were reduced
- .how could they take advantage of an unexpected opportunity

EVALUATE THE FINANCIAL PLAN

Appraise the effectiveness of the plan

Does it fit their needs

- .will it help to achieve the kind of life they want
- .does it provide for their immediate needs
- .will it allow them to have some of their wants
- .does it provide for long term goals

Is it flexible

- .are fixed expenses taking too great a part of the income
- .can it be adapted to meet changing conditions and unexpected events
- .are the funds alloted to categories realistic

Will it be easy to use

- .is the record keeping simple and easy to work with
- .will it be convenient for the people involved

Examine the factors that influenced the financial plan

Compare patterns of spending and saving among the groups

- .what were major expeditures in each
- .where are they similar
- .where are they different
- .what accounts for the similarities and differences
- .how would their expenditures differ from those of their parents

Identify factors that seem to influence the plans

Life styles of individuals and families

- .values and goals
- .priorities and standards
- .needs and wants
- .family culture

Resources available for use

- amount of income
- personal resources
- community resources
- ability to utilize resources

Stage of life cycle

- goals
- activities
- responsibilities
- expenditures

Identify the processes involved in planning

- clarify values
- identify goals
- analyze needs and wants
- assess resources
- establish priorities
- estimate expenditures
- allocate resources
- evaluate the plan

Suggested Resources:

A DATE WITH YOUR FUTURE. Educational Division, Institute of Life Insurance, 277 Park Avenue, New York, New York 10017. 1970. Free

Money management for young adults.

JUST MARRIED. Follett Educational Corp., Chicago, Ill. $.69

Develops insights into modern personal financial planning through newleyweds learning to manage money.

RESOURCE KIT FOR TEACHING CONSUMER EDUCATION: THE BUDGET GAME. Changing Times Education Service, 1729 H Street N.W., Washington, D.C. 20026. 1970. $22.50 (5 units)

Includes game, role play situations, transparency masters and a pamphlet on developing personal and family budgets.

INFORMATION BANK

Employment Committee

Survey employment opportunities open to men and women in the community. Prepare a report of findings for the Information Bank.

Employment ____

Location ________________________ Distance from local area ____

Qualifications and preparation

.high school education ________________________________

.two year college education ___________________________

.technical training ___________________________________

.less than high school education ______________________

.on the job training __________________________________

.experience in the field ______________________________

Salary or hourly wage

.beginning or entry level _____________________________

.fringe benefits

.insurance ____________________________________

.sick leave ___________________________________

.retirement plan ______________________________

.paid vacation ________________________________

.other ____

.possible advancement _________________________________

.take home pay ____

Costs related to employment

.union dues ____

.special tools or equipment ___________________________

.uniforms ____

.transportation _______________________________________

INFORMATION BANK

Housing Committee

Survey housing available in the community for rent at three price levels. Prepare report for Information Bank.

Apartment________________________ House_________________________

Location_________________________ Size__________________________

Monthly rental

Unfurnished _________ Furnished________ Cleaning fees ____

Lease ______________ Down payment_________

Utilities

Included____________________ Not included_____________

Gas ________________________

Water ______________________

Electricity _________________

Telephone ___________________

Trash collection _____________

Appliances and furnishings (N-new U-used O-old)

Range _____________________ Carpeting ________________

Refrigerator________________ Draperies ________________

Dishwasher__________________ Furniture ________________

Garbage disposal____________ Equipment & Utensils_______

Facilities available to tenants

Garage or car port______________________

Laundry________________________________

INFORMATION BANK

Transportation Committee

Survey cost of transportation related to employment. Prepare report for Information Bank.

Car Ownership

New cars ____________ Model ____________

Compact ________ Low priced model ________ Medium priced __

Cost ____________ Down Payment ____________

Tax ____________ Monthly Payment ____________

License ____________ Mileage ____________

Insurance ____________ Estimated maintenance ____________

Used cars ____________ Model ________ Year ________

Compact ________ Low priced model ________ Medium priced ________

Cost ____________ Down Payment ____________

Tax ____________ Monthly payment ____________

License ____________ Repairs needed ____________

Insurance ____________ Estimated maintenance ____________

Parking fees ____________

Public transportation

Local

bus ____________ fare ____________

taxi ____________ fare ____________

Inter-community

bus ____________ fare ____________

train ____________ fare ____________

INFORMATION BANK

Food Budget Committee

Survey cost of food in the community. Prepare report for Information Bank.

	Meals prepared at home		Meals at Restaurant	
Breakfast:				
Total:				
Lunch:				
Total:				
Dinner:				
Total:				
Snacks:				
Daily Total				
Monthly Total				

INFORMATION BANK

Clothing Committee

Survey costs of clothing for men and women in the community at two price levels. Prepare report for the Information Bank.

Clothing costs:

Women	Men
Dresses or suits ______	Suits ______
Blouses ______	Shirts ______
Slacks ______	Slacks ______
Coats ______	Coats ______
Sweaters ______	Sweaters ______
Footwear ______	Footwear ______

Clothing maintenance:

Women	Men
Cleaning ______	______
Laundry ______	______
Repair services ______	______

INFORMATION BANK

Insurance Committee

Consult two insurance companies for types of insurance coverage and costs. Prepare report for the Information Bank.

Health - Group Insurance

Plan I ______	Plan II ______
Coverage ______	______
Conditions ______	______
Cost ______	______

Life Insurance

Plan I ______	Plan II ______
Straight life ______	______
Face value ______	______
Cost ______	______
Conditions ______	______
Limited Payment ______	______
Face value ______	______
Cost ______	______
Conditions ______	______
Endowment ______	______
Face value ______	______
Cost ______	______
Conditions ______	______

INFORMATION BANK

Home Furnishings

Investigate cost of home furnishings in the community at two price levels.. Prepare report for Information Bank.

Cost of minimum furnishings for each room:

Draperies and curtains ____________________ ______________

Carpeting ____________________ ______________

Living Room ____________________ ______________

Dining Room ____________________ ______________

Bedroom ____________________ ______________

Kitchen ____________________ ______________

Silver ____________________ ______________

China ____________________ ______________

Glassware ____________________ ______________

Linens ____________________ ______________

Cooking utensils ____________________ ______________

INFORMATION BANK

Recreation Committee

Survey recreational opportunities at two levels of cost in the community. Prepare report for Information Bank.

Community facilities:

Camping____________________

Swimming____________________

Tennis____________________

Golf____________________

Hiking____________________

Commerical facilities:

Movies____________________

Theater____________________

Sporting events________________

Participation sports____________

Equipment:

Television____________________

Radio____________________

Tape recorder, tapes and player________

Record player and records__________

Camera and film________________

Sports equipment________________

BUDGET WORKSHEET

Income	Fixed Expenses					Flexible Expenses						
	Income Tax F.I.C.A.	Housing	Payments	Insurance	Savings	Trans.	Utilities	Food	Clothing	Home Furn.	Recr.	Personal
% of income												

Check: ______ + ______ = ______
Total Expenses, Savings, Total Income

Family situation ______

Name ______

CHANCE CARDS

Chance Cards are developed to make use of possible risks and opportunities students might encounter in their own situations.

You received a tuition scholarship for one semester	Car repairs $25
You received a $75 refund on income tax	You are invited to a wedding You need $10 for a gift
You received a $10 raise	Dental work $45
You will share your apartment reduce rent one-half	You spent $50 for new clothes
You received $20 in overtime pay	Traffic ticket $10

Additional suggestions for Chance Cards:

You got a full time job for two weeks during vacation - $50 per week

SALE
The item you have been saving for is reduced 30%

You have a chance to take a trip
Save $10 a month

You can join a ski club for $15

You decide to share the ride to work
Reduce gasoline and parking fees one-half

You got a part-time job $25 a week

You sold your record player for $50

You decide to buy a new television on installments of $15 a month

Your wife is going to have a baby - you will have only one income

You need new shoes - $25

Your rent was increased 5%

Nothing happened this month

You were ill and out of work 2 weeks
You have five days sick leave

You spent $20 from your food budget for a party

Car accident $50

Illness $35

OCCUPATIONS BY SIGHT

SUBMITTED BY

Don Myers, Special Education, Magnolia High School, Magnolia Schools, Arkansas State Department of Education.

PURPOSE

To increase the student's ability to comprehend occupational terms and specific jobs by recognizing them upon sight. To enable a retarded or slow learning student to read better.

MATERIALS

Note cards printed with occupational terms and specific job titles that special education students would relate to.

LESSON CAPSULE

The terms and job titles are printed on note cards and identified on the tape. The student begins this activity by listening to the tape over earphones and identifying the term or job title printed on the card. They go through a series of ten terms or job titles at a time.

After the students can orally repeat the first ten, they proceed to the next ten and continue until fifty can be successfully called.

After they have progressed through the first fifty, they move to a section of the room where a game is set up using the idea of the "winner is the one who gets all the terms and job titles correct or the highest number".

The same process is completed with another fifty terms and job titles, presenting them in units of ten.

OBSERVATIONS

The students enjoy making sentences using the terms that could apply directly to them. They seemed to sense great pride when they could relate one of the terms to a specific job they were doing.

CONSUMER PROTECTION

PURPOSE

The student will become aware of persons performing the service of consumer protection.

ACTIVITIES

The class will choose a single product - automobile, washer, hair dryer, etc. - and will trace the product through its stages of development to determine what persons aid in protecting the consumer. For example, the class decides to research the G.E. Hair Dryer. A class secretary can write the manufacturer to request information concerning tests that are performed during the process of manufacturing. Class members can check Consumer Reports for comparisons done on hair dryers.

Other class members can check to see if any federal or state regulations govern the hair dryers.

Class members could also check with local merchants concerning prices, warranties, expected life of product, etc.

Guest lecturers might include:

- Representative from the Better Business Bureau or other local protection agency.
- A local businessman who might discuss unreasonable consumer complaints.

ENJOYMENT PROFILE

PURPOSE

To make the students aware of activities that they enjoy doing.

ACTIVITIES

Have the students number from 1 to 10 down the page. They are then to list ten activities that they enjoy doing. (These may be work or play activities.) After the students have listed the ten activities, they are to go back and consider elements of the activities, in the following manner. In column 1, go down the list of activities and put M or N for each activity. M indicates that money is needed to do the activity. N indicates that no money is needed to do the activity. Column 2 should be marked A or P. A indicates an activity that can be done alone and P an activity that requires people. Column 3 should be marked with either an L or W. L indicates a leisure time activity and W a work time activity. Column 4 should be marked with an O or U. The O indicates that others like the activity, the U that the activity is unique to the person. Column 5 should have the date the activity was last done, e.g. yesterday, last year, etc. The Enjoyment Profile is an activity that may be used as a basis for discussion of personal likes and dislikes as well as other factors that relate to self exploration, pointing out significant areas for the student in self-understanding.

VALUE AUCTIONS

PURPOSE

To make the students aware of their personal values and of the relative positions in their personal value systems.

ACTIVITIES

Provide students with a list of 20 or 30 values such as integrity or unselfishness. Have the students bid on the values in the order of importance in their value systems. The students are given a specific amount of money and are allowed to bid on the various values as they are raised on the auction block. The highest bidder receives the value. A work sheet, such as the following, may be used in tallying bids. In this example, the students have been given $100 for the auction.

Value Auctioned	Your Bid	Bid Successful	Cash Reserve
1. Kindness	$1.00	Yes	$99.00
2. Tenderness	$1.25	No	$99.00
3. Openness	$0.75	No	$99.00
4. Integrity	$6.50	Yes	$92.50
5. Self-Confidence	$7.00	No	$92.50
6. Persistence	$3.00	No	$92.50
7. Originality	$2.75	No	$92.50
8. Creativity	$4.50	Yes	$88.00
9. Fairness			
10. Health			
11. Unselfishness			
12. Optimism			
13. Bravery			
14. Rich			
15. Charitably			
16. Wisdom			
17. Happiness			
18. Loving			
19. Religious			
20. Forgiving			
21. Adaptability			
22. Accepting			
23. Sociability			
24. Ambitious			
25. Aggressive			

LIFE LINE

PURPOSE:

To make the student aware of the developmental process in personal growth.

ACTIVITIES:

Have the students draw a line on a piece of paper and place an X at the point he feels he is in his life cycle. Have the students write accomplishments or crucial points in their lines up until the present. Discussion follows with the student describing his life line. This is a good group counseling technique. It is beneficial to the students to have the teacher or counselor chart his life line and discuss this with the students; providing it is not threatening.

VARIATION:

Have the students project their life lines into the future, considering the area of education, career, personal desires, etc.

DECIDING

PURPOSE:

To help the student in the development of decision-making skills.

ACTIVITIES:

Have the students write story situations requiring the making of decisions. These situations should be open-ended. Have the students react to the situations, make a decision, and discuss why a particular alternate was selected.

VARIATION:

A drama class might act out the situations up to the point of making the decision. The students might then act out the different alternatives and have the class note the most appropriate decision based on students representation of the alternatives.

PICK A CARD

PURPOSE:

To make the student aware of the part stereotyped roles played in the conception of work.

ACTIVITIES:

Assemble a file of names of different occupations. Include all levels of work from professional to unskilled. Have the students pick a card and role-play the stereotyped occupational activity.

VARIATION:

I. Have a collection of hats, used by persons in different occupations in a box. Have the students wear the hats and role-play the occupational activity suggested by the hat.

II. A skit might be written and enacted of the characters represented in the class by the hat they wore.

III. Produce a skit based on the occupation represented by the hat with this plot in mind. The scene is a hat shop. A person comes into the shop to buy a hat. Many hats are tried on. For Example: Women may try on fireman's hats and men may try on hats associated with occupations typically thought of as "Women's Work", illustrating the concept that jobs are not male or female in nature. A male student may wish to try on one of the more traditional female roles. The shopkeeper may describe the importance of a certain occupation as the hat is tried on. The "shopkeeper" and the "hat shopper" should discuss facts relating to the occupation represented by the specific hat.

THE CHEF'S HELPER

SUBMITTED BY

Linda Stewart, Work Study Experience Program, Hope High School, Arkansas State Department of Education

PURPOSE

The student will be able to identify the different measuring tools used in a kitchen and know how to use each item.

MATERIALS

A collection of measuring spoons, measuring cup set, liquid measuring cups (1-2-4), liquid measure and recipe books.

LESSON CAPSULE

Each student will bring to class a favorite cookie, candy or cake recipe. Using their recipes they can practice making correct measurements after they have learned to identify each item.

Students will start their own recipe collection which will help their spelling and writing skills for notes they might be required to take on the job.

Measuring materials would increase their understanding of fractions as well as the simple adding, subtracting, multiplying and dividing.

The making of their own recipe box can serve as a craft project. This can serve many purposes in itself. Dexterity, hand - eye coordination, gift project and creativity are some worthwhile outcomes.

OBSERVATIONS

This can be a take off lesson for many other projects.

(a) An actual cooking experience

(b) Shopping in the supermarket

Hopefully this knowledge would make it possible for the student to move up the occupational ladder to a higher paying job.

PROBLEM-SOLVING

Given the following hypothetical situation tell in a short paragraph what you would do.

Jack is 18 years old and has just finished high school. Although not a brain by any means Jack has had extensive training in cooking and likes the field. Jack decides to get married and live on the $100.00 a week he clears as a chef's helper. His wife is expecting a baby and must quit her job as a clerk in a department store. Given are all of Jack's monthly bills:

Rent	$110.00
Utilities	$ 40.00
Car Payments	50.00
Food	100.00
Miscellaneous	40.00
	$340.00

(1) Is Jack's income enough to support his family?

(2) Is Jack qualified for a better job?

(3) Where could Jack go in his locale to get advice?

(4) Would taking out a large loan solve Jack's problems?

(5) Should Jack's wife go back to work?

(6) What would you do if you were in the situation?

(7) Visit your local Savings Bank and find out what loans are available for high school students to go to trade school or college?

(8) Write down a list of high school courses you would like to take.

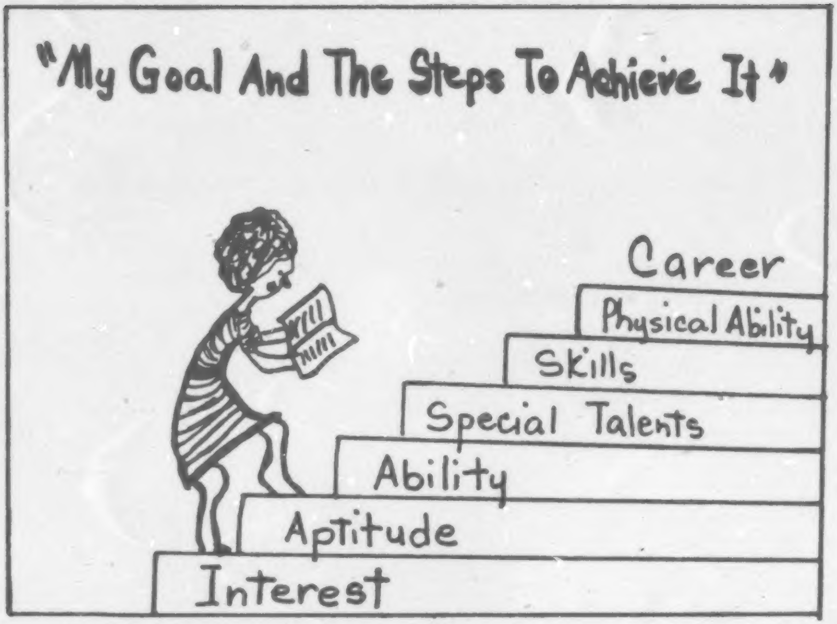
The following 8 suggested activities may be used as a guide for field trips and/or class discussions.

Source: Yellow Pages of Learning Resources

$1.95

The MIT Press
Massachusetts Institute of Technology
Cambridge, Massachusetts 02142

Chart
or
Bulletin Board



As a class, talk about the following points in reference to setting realistic goals:

... Need for family and individual acceptance
... Individual goals often stem from environment.
... Goals need to be specific.
... Goals should be attainable in a reasonable length of time.
... Long term goals may need daily action.

OBJECTIVE

Understand the influences which affect changes in values, goals and standards.

GENERALIZATIONS

Values, goals and standards are interrelated forces that influence the decision-making process.

WHAT CAN YOU LEARN FROM A DRY CLEANER?

I went across the street and spoke with the dry cleaner I usually take my clothing to. He was more than willing to tell me about the "process of dry cleaning," as he himself called it. He even provided the questions and then went on to answer them himself.

"Let's take a shirt first. What happens to that? Well, I put it into the laundry right here at the shop. If the customer wants a little or a lot of starch in it, I put that in. When the shirt comes out I have a special machine that presses the collars. They get done first. Then the shirt goes through a steam tunnel and gets dried, pressed and folded and put into a box. Each of our customers is given a number, and this number is stamped onto the shirt on the inside of the collar so it doesn't get lost.

"Now, what about a woolen dress with two spots on it? First I ask the customer if he can remember what made the spots; are they lipstick or chocolate pudding? I try spot removers. These take about one and a half hours to dry. If this agent does not work, I usually wait until the next day, because it takes so long and I have to watch my time because of the money involved. To dry the dress, I look and see what the materials are and then dry it accordingly. My machine for dry cleaning takes 50 pounds for each operation. One operation can last anywhere from 20 to 45 minutes. Most synthetic materials take about 32 minutes.

"What about the big bags I see you taking out of the shop sometimes? What's in those?" I asked.

"That's underwear. Sometimes there's just too much to do here at this shop, and I take it up to my large plant in the Northeast.

"What about men's suits? You didn't ask me about them." Well, they're done just like the dresses. I check to see if there are any spots. My dry cleaning machines don't use solvents; they use cartridges. They are more expensive, but they don't make the mess the solvents make. You have to change the cartridges once a month. These are solvents, but they come in cartridge form. When we press a suit or dress we have to take into consideration the material it is made of. If it is nylon, we don't press it; we steam dry it.

Now, what about suede cleaning? Well, that takes 15 minutes extra. I have a new machine at my other plant. I just got it two months ago, and it is just for the cleaning of suede.

We also do alterations right here at the shop. If the job is too big for us or something we don't do, I take it to two ladies who do work for me outside the shop.

I then asked him about these other shops that appeared to have no machines in them to do dry cleaning.

They're what we call drop shops. Those places just take in garments to be cleaned. A big pick-up truck comes and takes them to wholesale cleaners where they are cleaned and brought back for pick-up by the customer.

I asked him how he knew so much about chemicals and chemical processes.

My family has been in the dry cleaning business for I don't know how long. My uncle has a plant and so do my brother-in-law and my father. I should know.

Visit a dry cleaner in your neighborhood. Here are some questions you might ask a dry cleaner: What is the process that the clothes go through after I bring them to you? As a definite question: How do I get blackberry juice out of my pink party dress? How long does it take?

Talk to the person who takes your clothes from you or go back and talk to one of the pressers about his work.

Ask him about:

Chemicals and chemistry
Profits
Charging
Bookkeeping
Pollution
Stains and their removal
How the machines work
Dying and dyes
Steam and steam cleaning
Textiles and materials
Tailoring
Mending
Washing
Detergents and soaps

WHAT CAN YOU LEARN FROM AN UPHOLSTERER?

It's harder to buy a chair than to buy a car claims one of the leading manufacturers of furniture.

Perhaps if you have seen someone pick a print fabric to cover a chair, then switch to a solid color, then vacillate between a wide and narrow stripe, then mumble something about returning tomorrow to decide, you may believe the manufacturer's statement. Your car, he says, does not have to harmonize with other cars on the road, or go with the color scheme in your garage, or complement your shrubbery when it's parked in your driveway. Your chair, on the other hand, must be the right size and have the right fabric. And the fabric must be in the right color or it simply won't look good in your house.

Probably you have never considered what went into making your favorite chair so comfortable. Let the manufacturer tell you about the chair being engineered to the body through the use of strong coils where the weight is concentrated and softer coils where the weight is less. Ask him about the eight-way knotting that keeps the springs springing, not wobbling. He would no doubt also be able to answer your questions about the type of wood used for the frame. Is it seasoned, kiln-dried hardwood that eliminates any chance of warping? Another important fact to check is whether the fabrics used are protected with a stain-repellent finish. Actually, the best person to ply with these questions is the man behind the scenes who really knows the work that goes into making a chair comfortable--the upholsterer.

In addition to working for furniture manufacturers, the furniture upholsterer can be employed in small upholstery shops, furniture stores, and businesses like motels, movie theaters and hotels that maintain their own furniture. He may also be found at vocational schools, high schools, night schools or YMCAs. An entirely different branch of the upholstery business comprises those individuals who work as automobile upholsterers or automobile trimmers and installation men.

An upholsterer can teach you about the structure of a piece of furniture and the kind of padding and fabric it needs. He may show you how to replace worn furniture fabric, repair broken frames and replace and repair webbing, bent springs and other worn parts of furniture. He can show you the variety of hand tools he uses-- staple removers, pliers shears, webbing stretchers, upholstery needles, and hammers. The upholsterer may also lay out his own pattern and cut his fabric with hand shears or a cutting machine.

If the upholsterer is in a small shop, he probably operates his own sewing machine. If not, he can introduce you to the seamstress who can show you how to operate it. Also, the person in a small shop may order his own supplies, keep his own records and perform other managerial tasks. His operation is similar to other small businesses, and you can learn about taxes, overhead, purchasing, hiring, and record keeping. The small businessman may also do his own delivering.

The upholsterer may be able to introduce you to interior designers and salesmen. He may, from his own experience, tell you about changing tastes in style, improved quality of fabrics, different techniques of webbing, changes in amount of orders and the effects of changing costs of material and labor. 7

To locate an upholsterer, look in the Yellow Pages under "Upholsterers"--or find out just where that chair you're sitting in came from! There's sure to be an upholsterer behind it somewhere.

WHAT CAN YOU LEARN AT A DEPARTMENT STORE?

Any city has at least one department store. That is a store that sells many different items, not specializing in any one thing. Each type of merchandise has a department or area in the store where it is sold. Walk down the main street and look for one or check the Yellow Pages under "Department Stores". Depending on what you are interested in finding out about, there are many people who can help you. You can just go in and chat with one of the sales men and women or talk with a floor manager or department head about the organization of his department. Or you can telephone the public relations office and have a chat with someone there about store departments, concessions, pricing, buying, budgeting, billing, credit, consumer protection, printing and advertising. That's what I did and I had the nicest, most helpful and informative chat with the head of public relations of one of the largest department stores in Philadelphia.

He explained that there were two types of department stores: those held as private corporations and those owned by the public, that is, those that sell stock to the public. The particular store I was in, Wanamaker's, is privately owned. They have very few concessions in this store; the only one of note is Necchi Sewing Machines, which has only one place of business in each city.

John Wanamaker was the first person in the world to introduce the practice of fair prices, in 1865. This means that a store puts the price of a particular item on a ticket and that price cannot be bartered. Before 1865, all prices in stores could be bartered. The next revolutionary act on the part of Wanamaker's was to institute the idea of a refund: "If it doesn't suit the folks at home, bring it back and we will give you a refund." This policy was announced on January 27, 1866. These two policies were soon copied all over the world.

I asked the public relations director to tell me a little about why people come to this store. They come primarily for four reasons:

1. They have confidence in the merchandise.
2. They have confidence in the advertising.
3. The store is attractive to look at.
4. The store is centrally located.

The public relations director told me that Wanamaker's is like a self-contained little city. "We hire all our own buyers, who go all over the world to select and buy things for the store. We also have our own importers, and we train our own personnel in all departments. Our store has its own billing and credit department. We have our own restaurants and kitchens. We have our own commercial art department. We offer executive courses for all employees. This allows them to advance if they want and to go into different areas of work. We have a library for our employees, also. We even used to have a track and tennis courts on the roof for the use of our employees."

I asked about different areas of the store. "How do different departments get their goods to sell?"

"Each department is given a certain amount of money to spend each year and told to go out and buy. What they buy they try and sell. Some items sell better than others."

This brought up the question of what happens to goods that just don't sell.

"Well, take, for example, a $5,000 coat. It doesn't sell, so we put it on sale and mark it down to, say, $3,500. It still doesn't sell, so it is marked down even farther to, say, $1,000. It is still on the racks. So then another company comes in, a company whose business is to find these items and buy them up to resell to discount stores, like Filene's Basement in Boston, that deal with merchandise like this.

This example lead me to ask about pricing.

"Our price is determined by the amount of money paid for an item on the wholesale market. Our markup varies from department to department and ranges from 15 percent to 60 percent. We take inventory twice a year to determine what is selling and what is not and to find out in general where we are."

Visit a department store in your city. Talk to the public relations director or a department head and then to some employees. Are their statements and opinions about the store the same? If not, how do they vary? Why do you think they vary? You might also visit a small specialty shop in your area and compare it to a large department store.

WHAT CAN YOU LEARN ABOUT CANDY MAKING?

Mom used to hide the candy way up on the top of the bookcase, where I couldn't reach it. I remember thinking how neat it would be to be grown up and have tons of candy whenever I wanted. I figured that if I worked in a candy store, I could spend all day picking at chocolate-covered cherries, gumdrops and enormous, shiny lemon sticks.

Someone told me that in some candy stores the people don't just sell candy, they make it as well. I imagined myself working in one of those stores someday, mixing up caramel and nuts, coconut and marshmallows, and creating all kinds of wild combinations. But it takes forever to grow up, and when you really love candy, it's awfully hard to wait. So I looked in the Yellow Pages, and under a listing of "Candy--Confectionery, Retail," I found a store that advertised homemade candy and that wasn't too far from my home.

Before I even reached the store, I could smell the cocoa. There were some people shopping in the store. After they left, the woman behind the counter asked me what I wanted, and I explained that I wanted to learn about candy making. She took me through a door into the back of the store where there was another woman stirring a huge pot on a stove. Mrs. Wimble--that was the stirrer--said she'd be happy to let me watch. She told me to guess what was in the pot. It was easy--nothing smells as pungent as peppermint. She used a big candy thermometer, which told her when the sugary mixture is just hot enough, and then she began to drop swirls of peppermint onto a big slab of marble.

Have one, she said. It was terrific. While she worked, Mrs. Wimble explained that many candy stores get their candy from factories, and that the name and address of the factory is printed on every box. So any time I wanted to see a really big operation, I should go to a factory, where candy is made by machines, instead of people.

When the peppermints were done, she picked up a huge basket of strawberries and sat down with them next to a pot of melted chocolate.

"Chocolate-dipped strawberries are very perishable," she said. "They must be eaten within a day or two." One by one, she dipped the berries in the chocolate and stuck them on toothpicks to dry. I'd never heard of putting strawberries and chocolate together. I wanted to make one myself, but Mrs. Wimble said she couldn't afford any mistakes. She suggested that I try my own candy making at home.

"Look up candy in a cookbook," she said. "Start with something easy, like fudge. Then work your way up." She gave me lots of hints on candy making. For example, you can't make good hard candies in a moist, hot atmosphere--they get sticky and sugary. She also told me to be sure the pot I used would hold four times as much as the ingredients, so that the syrup wouldn't boil over the top. Candies that call for butter, cream, milk, chocolate, or molasses are apt to burn if they're not stirred continuously the whole time they're cooking. Most of the ingredients I'd need would probably be in the kitchen already. The only investment I'd have to make would be for the chandy thermometer, which the cookbook would tell me how to use.

Before I left, Mrs. Wimble gave me her peppermint drop recipe:

2 cups of sugar
1/4 cup of corn syrup
1/4 cup of milk
1/4 teaspoon cream of tartar

Cook and stir slowly until the candy thermometer reads 238 degrees. Cool slightly. Beat til creamy. Flavor with 1/2 teaspoon peppermint and add some food coloring if you want. Drop from a teaspoon onto waxed paper.

I was in such a hurry to get home and start, I almost forgot the bag of candy Mrs. Wimble gave me when she said good-bye.

WHAT CAN YOU LEARN FROM A BUTCHER?

Fred has been a butcher for twelve years and says he could tell you "everything you want to know" about the trade. I met him in the small meat market near where I work. When I asked the first butcher I saw behind the counter if I could ask him a few questions, he directed me at once to Fred. Fred is the "meat man" and says the best training comes from actually handling the meat and from the meat itself. He thinks that butcher school is largely a waste of time ("You don't cut nothing in butcher school--guys out of there don't know pork from lamb") and that you learn the trade only when you start working. He himself received no school training ("You don't learn nothing about it from books") but started out in a chain store twelve years ago. He outlined for me the grades of beef, his specialty--prime, choice, good, commercial, utility, standard--and told me what each means. Grade, he explained, means how, where, and how much the cow was fed. Lamb, on the other hand, is all one grade. Pork, too, is usually one grade, but again it depends on how, where, and how much the pig was fed. Fred added that there is a shortage of meat cutters, even though a 40-hour a week apprentice makes $240 a week. A meat cutter (as Fred described it, "No slaughter. We get the meat once it's dead") specializes in meat, chicken, fish or deli (lunch meat, cold cuts, potato salad--Fred didn't have much respect for this position). I got the impression that the meat man was the top man. Each step means different pay. Of the 1,000 butchers in this city, Fred said about 900 are unionized and work in small markets like this one, wholesale or retail stores, hospitals, hotels and in the big chain stores.

When I asked about meat and consumer protection, Fred explained that years ago powder, seasoning and chemicals were sometimes added to the meat to help it retain its color and make it look fresh but that now strict governmental regulations prevent this.

As Fred and I talked (Fred in blood-spattered apron and white coat and me across the deli case from him leaning against the glass), Lou, the "chicken man," came over and, while Fred took care of a customer, told me about his specialty. After the chickens are eviscerated, that is, all cleaned with the liver, gizzard, heart, and neck in a plastic bag inside, he cuts them up into legs, breasts and wings. He makes five pound bags of legs and breasts, a special item of the store, and puts the rest out for sale separately. He told me they get their chickens from a packing house, which gets them from farmers. He, too, explained grade to me, this time of chicken. Chicken, he said, is usually either A or B grade; these include broiler (a two-pound chicken at two cents a pound), fryer (a three-pounder), capon (a "denatured" rooster, usually five to nine pounds and used as a roasting chicken), stewers (which, at the time we talked, were "too expensive" and the store was not carrying them), duck (which they get when the price is right), as well as cornish hens. Steak, he told me, keeps less than a week, while chicken can stay safely refrigerated for one week. He rotates the refrigerator case (that deli case I was leaning on) daily so that yeasterday's chicken is sold first today. Prices for all the meat and fish, Lou said, come from a "market sheet," which comes to the boss in the mail--Lou didn't know from where.

Business was picking up so Lou had to go, but everyone I met there was happy to pause when he had the time and talk and tell about what he did. Next time I visit, I 'm going to try to get on the other side of that deli case to see that Pennsylvania beef and those Iowa pork loins close up. As Fred said, "It's up to the individual what he learns."

WHAT CAN YOU LEARN AT A RESTAURANT?

Have you ever taken a good look around a restaurant and tried to estimate the amount of food being consumed at any given time? If this quantity seems colossal, just multiply it by the number of restaurants in your city, the country, the world, and the hours of the day and you should have some idea of the vastness of the restaurant business.

The best way to learn about the restaurant business is to take a summer job as a cashier, waiter or waitress, busboy, cook or dishwasher. Many restaurants, especially those located in tourist areas, need extra help in the summer and are glad to hire energetic young people. Restaurants attached to hotels probably also need extra help in the summer; see "Hotel" in this book to learn about other kinds of services based on tourist trade.

Who orders the food for the restaurant and how does he know what and how much will be required? How is food labeled, inventoried and stored? (How do the answers to these questions compare with the information given by the truck driver in "Food Distribution Center" in this book?) What does the manager do if he runs out of an item on the menu? What does he do if he has a surplus of something?

The chef is another person with a lot of responsibilities and a lot of worries. What does he think would be the worst disaster that could occur in his kitchen? What if one of his reliable recipes unaccountably fails? How far in advance does the chef start preparing? His pots are probably the largest you have ever seen. Where does he get them? What about his electrical appliances? Are they like those in your home? Find out what led him into the field and where he learned his trade. Did you catch what he said about the highly touted French chefs?

Discover the world of the waiter or waitress-the cast of customers, their tipping habits, the tired feet and back, the power of a union. As you deal with the maitre d', you learn to appreciate his power to confer good and bad table locations and to orchestrate the movements of the patrons and staff. At the same time, you admire the bartender who can mix any drink ordered, and you realize that his long bar makes the difference between high and low profits for the restaurant each day. And, with the owner, you have learned to worry when business is slow.

On a slow day, flatter the owner by asking about how he got started. Was it a family legacy or was it KP in the army? What prompted him to buy at the time and location that he did? How do he and the chef decide what to serve? What determines price? In what quantities does he buy silver and tableware? What problems does he have with the laundry service for cloths and linen napkins? Is he dreading the next time he has to lock horns with the union? Has he ever had a food poisoning scare? How does he make sure that health department requirements are met?

If the restaurant has a wine cellar, visit it with the wine steward and ask him about the number of bottles, the age of the oldest bottle and the grades and kinds of wine he keeps stocked for the clientele of this restaurant.

WHAT CAN YOU LEARN AT A BAKERY?

One of America's largest food-processing employers is the bakery industry. About 85 percent of the workers in this industry are in establishments that produce perishable baked goods, such as cakes, breads, pies, rolls and doughnuts. The others are employed by companies producing dry baked goods, like crackers, cookies and ice cream cones.

There is some sort of bakery near you. It might be a (1) large wholesale bakery that sells to retail stores or hotels or restaurants; (2) bakery owned and run by a grocery chain; (3) home-service bakery that delivers to the customer's home; (4) central baking establishment of a company operating several retail bake shops; or (5) one of the thousands of single-shop retail bakeries.

Compare the different kinds and numbers of employees hired at a large establishment against your neighborhood corner bakery. In the larger organization ask for the community relations or public affairs department, the public relations office, or the personnel office. Often large bakeries conduct tours of the plant. For the small operation, just ask to speak to the owner or the manager.

Employees in the shop

Although the smaller bakery does more individual work and often requires more skilled and creative workers, all bakeries will probably have some of the following kinds of employees involved in many different kinds of processes:

1. Production workers: Watch the machines these men load and unload, and inspect the results.

2. Mixers: What instruments are used to weigh the dough? How is the dough fermented? How long does the dough take to rise? How many times must the dough be fermented? What causes the dough to rise?

3. Dividermen: Do machines automatically divide the dough into certain sizes? What do the workers do? Is there much danger of accident to the employees?

4. Dough molders or molding machine operators: How are air bubbles removed from the dough? Why should they be removed?

5. Bench hands: Is the bread kneaded by hand or by machine? What is the purpose of kneading? Is there a special process for fancy-shaped bread or rolls?

6. Oven men: How high is the temperature for bread?

7. All-round bakers: In small bakeries, this person with helpers does all the tasks described here. The helpers do a variety of chores, including cleaning up, washing dishes, greasing the pans, and removing bread from the pans.

8. Slicing and wrapping machine operators: How long does it take to wrap a loaf of bread in a plastic bag or paper and label it? Are the loaves given any final check before shipment?

9. Icing mixers: In a large bakery, is there any room for individual recipes? What kind of machines are used for mixing?

10. Hand icers: What kinds of special items require individual craftsmen to do icing?

There are then the workers employed in the storage, warehousing and shipping departments. They can answer such questions as: How do you pack baked goods to ensure freshness? What additives are there to satisfy the same purpose? How are records of orders and deliveries kept to maintain an efficient organization?

Maintenance Occupations

Because of the multitude of machines, many electricians, machinists, and engineers are hired.

Sales and Driving Occupations

The driver-salesman is another important person in the bakery's operation. How does he get customers? How does a driver estimate what items his customer will want the following day? Who trains the driver-salesman?

Administrative, Clerical and Professional and Technical Occupations

In large bakeries there are job classifications similar to those in any large company: supervisor, treasurer, comptroller, personnel officer, accountant, purchaser, and full clerical staff. Often there are also kitchen laboratories staffed with home economists and chemists that list new recipes. There may also be an advertising department.

How do you market a new product? How do you know what the public wants? Are there unions? What is the relationship between the union and the management? Where do the raw materials and the recipes come from? How many items are baked daily?

The small bakery offers special advantages to the observer. First of all, you can see all the operations readily. Also, many of the small retail establishments are ethnic bakeries. There you might be able to share in family recipes, learn the differences in ingredients between a German bakery and an Italian bakery, and learn about traditional baked goods (for example, hamantashin) and the different kinds of cakes or breads for various holidays.

WHAT CAN YOU LEARN AT A FOOD DISTRIBUTION CENTER?

The day began with a fifty-minute trip from City Hall to the Food Distribution Center. The way was not marked until I reached Snyder Avenue, where the Food Center had its own bus sign reading: "Route 4 for the Food Distribution Center."

When I arrived and walked through the gates I was amazed at the amount of activity--huge trucks and trailers going in all directions and small pickups darting between them. Men were coming in and out of George's Restaurant, and since this led off the building that housed all the stores or stalls for trading, I decided to stop in there and get my bearings and listen to what was going on. Inside, there was quiet talk about who drove which truck, who turned over which truck where, what loads were in which truck and where it was bound, what firms had offered whom more money for what. Other men were getting triple-sized thermoses filled with coffee. I heard a great number of regional accents as extra sides of bacon and a breakfast of meatballs and spaghetti were ordered at 9:30 A.M.

After getting my bearings and listening, I felt I was not quite so noticeable as when I first walked in.

I spoke with a man who, as I learned later, is known as a porter. He is hired at about 6:00 A.M. each day to load trucks. His price is bargained for with the company that owns the truck or with the truck driver himself on instruction from the company. This man said he would probably load only one truck a day. I later found out that his day might begin at 3:00 A.M. and finish at noon.

Then I spoke with the owner of one of the stores, and he explained how the loading is done. "If a truck wants loading, you find a guy, give him your slips and he loads your truck." The slips are order slips with the company's name and the amount of an item they want to purchase on them. The porter goes around and fills these orders and loads the truck. For this work a porter might get forty to fifty dollars, if he has to load only one product, but if he has to make six or seven stops, that is, get six or seven different products from that many stores, then he might earn sixty or seventy dollars a day.

I was getting up to leave when I thought I saw an emphathetic man. I more or less plunked myself down on the other side of his ham, eggs, toast, and hot chocolate and told him generally what I was doing and what I wanted to know from him. His response was, "I'll do what I can. I'll tell you what I know." And with that he began. He took a breath, and it was as though he had been forewarned of my pending arrival, for out came the last ten years of his life.

"I started after the service. I got out in 1960 and got myself a small pickup. I drove lumber at first. Business was pretty good, so I stayed with lumber and started hauling out of Cleveland. I left lumber and started driving for Shell Oil. I drove an oil tanker, and by that time my kids had started comin' so I drove the school bus, too. My wife, she learned to drive, too. By this time I really wanted to be on my own, so I borrowed money and bought a truck and hauled steel. But then the steel strike came along, and I was forced over into meat. I hauled out of Sioux City, Iowa, to all over the East Coast, but return trips were hard to land, so I changed to Chicago. Hauled LTLs from Chicago to upstate New York--Albany, Schenectady, Utica. That's rough country up there."

Here I interrupted him to find out what LTLs were. They are less than a truck load. He also explained the rates charged for LTLs and truck loads. For example, 1000 pounds to Philadelphia from Chicago costs $3.80 per hundred pounds, 5000 pounds from Chicago costs $2.80 per hundred, and 35,000 pounds, which is a truck load, costs $1.64 per hundred. "I hauled all kinds of meat from twenty different shippers to twenty different wholesalers, everything from meat pies and steaks to frozen bacon to barreled meats and casings. Those are the intestines used for sausage covers.

"I take my kids along sometimes. My son, he's nine, knows how to change oil and check the tires with a hammer. With my wife driving now she sometimes takes a second truck if we have two trucks going to the same place.

"I got one of my six trucks out of Denver now. It's swinging meat to Akron, Ohio." Here I asked about swinging, which means meat swinging on hooks.

"Sometimes pigs are tied instead of hooked, as a hook weighs about four pounds and you got 300 hooks in a truck, well that's a lot of weight just in hooks. Tie'em up instead, and you can haul another pig."

Here my friend returned to his eating then began talking again about the difficulties of the trucking business.

"Hard to get a load back to Denver. These people in the East, they eat a lot but don't seem to produce enough raw materials to haul back." A long pause followed, while I wrote furiously. The subject then changed to rigs (trucks).

"Guys working for large companies like Spector or Tie, they get a different rig on each trip. They don't care about them. You never see a company truck with chrome. My guys now, they're different. They take pride in their trucks. Costs are so high, they better."

I asked him how he got in to Philadelphia.

"I loaded Friday night in Chicago and drove home to Akron. I was there Saturday and Sunday. Worked all day Sunday on the trucks and then left

Sunday night and got into New York City about seven Monday morning.

The cream on the top in this business is the return load. I only came to Philadelphia to see a guy about a return load. Now I can't even find him." And with that statement he told me more facts about the expenses of trucking. For example:

1. It cost $28,000 to buy a tractor (cab), $15,000 to buy a trailer with a refrigerator unit, $1300 per year collision insurance, and $1300 per year liability insurance.

2. Cargo insurance varies with what you haul, about $500 to $1500 a year and up.

3. Liability on the trailer is 10 percent of the insurance rate on the tractor.

4. The cost of a license plate is about $1100 a year, but this also varies depending on where you are initially licensed. In Wisconsin, it costs $1100 a year, and in Illinois, $1300 a year. In Ohio it costs $350, but in that state you must buy prorated plates for other states. Some states have reciprocal agreements; in others you must pay to pass through.

My friend also told me that each state has a fuel tax. Take Pennsylvania, for example. Pennsylvania has 350 miles of turnpike, which is the usual way to cross the state. An average truck gets 3.5 miles to the gallon, so the truck should buy 100 gallons in Pennsylvania and pay state tax on that 100 gallons. But if you only buy 50 gallons in the state you are still responsible for the tax on the 50 gallons you didn't buy. This cost is averaged out quarterly, not on each trip. The fuel department of each company does this work.

"A large company will have a fuel tax department and a licensing department. New York and Ohio have a road tax, but Ohio has no fuel tax. Ohio's road tax is equal to 2 cents a mile on a five-axle truck, which is levied on every road but the turnpike. New York has both a road and a fuel tax.

"Every trip has a manifest. This is a statement that tells what is being hauled where and at what weight, how many miles the truck is going, and how many miles through each state. Each state has the right to inspect this manifest. The Western states often poke a stick in the fuel tank to check for gas taxes. Most states have weighing stations along the roads that do spot checking on weights and manifests to make sure that they correspond. Some of the Western states even have definite ports of entry that truckers must pass through to enter the state.

"You put all you can get on a truck usually. This is the rule on good-paying freight. I wouldn't overload on truck-load-rate freight, though.

LTLs pay double or triple in prices to what a truck load pays. There are times when the trucking industry wants you to haul 40,000 pounds and you can only haul 39,000 pounds legally, so there are, overloading. You can get by with 500 pounds.

"I think the load should depend on two things: braking power and horsepower; some kind of ratio should be worked out. Some trucks with 220 horsepower and a flimsy trailer are allowed to haul 47,280 pounds. This is figured out on the basis of, say, that truck I just spoke of with 220 horsepower. His light weight (unloaded) is, say, 26,000 pounds. The legal limit in most East Coast states is 73,280 pounds, so that amount minus 26,000 gives this flimsy truck a possible load of 47,280. Now I come along with 350 horsepower and a good trailer and light weight at 33,000 pounds, which leaves me 43,000 to load. Yet the other guy is climbing hills at 20 miles per hour. I can go 40 to 50 miles per hour. Who is safer? Why shouldn't I be able to haul 47,000? These weight laws vary greatly among states. Ohio allows 78,000 pounds, but most of the East Coast alows 73,280. Speed limits vary, too: 70 miles per hour in Colorado, 65 in Nebraska, same as cars in Indiana, 65 in Michigan, 65 on the New York Thruway. All these things should be regulated--the speeds and weights, fuel taxes, road taxes, and license plate costs.

"There's also a Federal Highway Use Tax. This is also regulated according to type of vehicle and weight. This varies anywhere from $180 to $250 a year."

Then the truck driver had to go find the man about a load to haul to Denver. On top of all his concerns was the recent news that this morning one of his six trucks turned over outside Chicago. The driver was unhurt. My friend said good-bye.

I wandered out of the restaurant and up the aisle between the rears of the open trucks waiting for the porters to fill them and the stores or stalls that displayed their clean, fresh produce to buyers and lookers who strolled the walkway. I spoke with one man who had worked at his job as manager for only two years. Before he began, he had never thought of this type of work, but now he couldn't be budged. "I wouldn't be in anything else: good men to work with, interesting things going on all the time."

I went on and came to a store that had a crate of small, hard green things that I didn't immediately recognize. "They're raw olives," someone said.

"And what can I do with them?" I asked.

"Crack them with a wooden mallet, then soak them in salt brine, or some people, they like to soak them in lye to take the bitterness out. Soak them for three months. Garnish them with celery, parsley and oregano to suit your own taste. You know, experience is the best teacher. Then they're ready to eat."

I thanked him for the recipe that he had imparted so warmly, and I felt that it was kind of indicative of the feeling of the whole market: people obliging and warm and showing a sense of enjoyment in their work. Maybe it was the sense that comes from knowing that they are feeding the millions of the city. (It may sound corny, but it really is there.)

WHAT AM I INTERESTED IN? *

The interest checklist below, developed by the U.S. Department of Labor, indicates a broad range of activities that are found in most industries and occupations in the United States today.

Read and check each one of the statements carefully. If you think you would like to do this kind of activity, make a check under the D; if you are not certain whether you would like the activity or not, make a check under the ?.

After you have checked each activity, go back and double-check at least three activities you think you would most like to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. If you check the ?, this shows you are uncertain, either because you don't know enough about the activity or because you cannot make up your mind whether you like it or not.

After you have filled out the checklist, your teacher or counselor may wish to go over your responses with you. Together you can discuss your interests, the kind of work you would like to do.

L (Like) ?(Uncertain) D(Dislike)

L ? D

Sketch or paint pictures of people or objects.................. ________

Create artistic designs.................................. ________

Arrange or decorate interiors to get pleasing effects......... ________

Carve objects from clay or stone............................ ________

Take photographs for use in advertising...................... ________

Design styles for clothing.................................. ________

Sing as a paid entertainer.................................. ________

Play a musical instrument.................................. ________

Compose or arrange music.................................. ________

Conduct an orchestra or band............................... ________

Write short stories or books................................ ________

---

*Work and Career, Finding Your Way In the U.S. Economy, Xero Corp.

L ? D

Write articles to influence people's opinion.................. ________

Report events or activities................................... ________

Edit or rewrite news items.................................... ________

Write TV and radio scripts.................................... ________

Act in a play... ________

Dance classical or interpretative dances...................... ________

Comment on news for radio and TV.............................. ________

Announce radio and TV programs................................ ________

Play professional baseball and other sports................... ________

Instruct classes of students.................................. ________

Show others how to play new sports or games................... ________

Select and catalog books and periodicals...................... ________

Collect and analyze information about community problems....... ________

Advise people about their personal problems................... ________

Interview and counsel people about careers.................... ________

Conduct public opinion surveys................................ ________

Conduct studies on economic problems.......................... ________

Direct traffic .... ________

Enforce state and national laws............................... ________

Direct fire fighting and fire prevention in factory............ ________

Inspect machines and working conditions to prevent accidents... ________

Perform nursing duties in hospital or home.................... ________

Make laboratory tests... ________

Treat animals for injury or disease........................... ________

Prepare medicines according to prescription................... ________

L ? D

Conduct experiments in properties of metals or other materials.......... ______

Do medical X-ray work.......... ______

Plan menus for hospitals, schools or hotels.......... ______

Prepare financial statements for a company.......... ______

Assist clients in obtaining legal rights.......... ______

Patrol forest Lands.......... ______

Observe and report weather conditions.......... ______

Explore and chart earth's crust to locate gas and oil deposits.......... ______

Plan and design roads and bridges.......... ______

Design tools, machines and electric equipment.......... ______

Pilot an airplane for a commercial airline.......... ______

Work out high-speed computer problems, using mathematics.......... ______

Lay out machinery and plan flow of work in a factory.......... ______

Observe and plot light flashes on radar scope to report air traffic.......... ______

Draft plans for tools or machines.......... ______

Make detailed drawings from specifications for buildings.......... ______

Survey land to determine its measurements and contour.......... ______

Direct a crew of workmen.......... ______

Supervise clerical staff in an office.......... ______

Organize and direct operations of a factory.......... ______

Supervise a group of salesmen.......... ______

Operate office machines, such as adding or calculating machines.. ______

Check bills for errors.......... ______

L ? D

Figure Commissions and expenses.................................________

Keep a set of books for a business concern......................________

Type letters and reports..________

Take dictation in shorthand.....................................________

Keep inventory of material and equipment........................________

Operate a mimeograph machine....................................________

File and maintain reports alphabetically........................________

Sort and deliver letters..________

Operate a telephone switchboard.................................________

Make appointments and answer telephone..........................________

Make collections from customers.................................________

Direct customers to proper departments in store.................________

Talk to customers about complaints..............................________

Sell furniture and household items in a store...................________

Sell insurance or real estate...................................________

Sell building and construction equipment........................________

Demonstrate cosmetics for sale..................................________

Canvass homes to demonstrate and sell products..................________

Contact buyer for supermarket to get order for merchandise......________

Sell tickets and make change at theater.........................________

Deliver products over an established route......................________

Sell merchandise in a variety store.............................________

Conduct tours and act as guide..................................________

Sell gas and oil at a service station...........................________

Interview persons to get census information.....................________

L ? D

Model clothing for customers.................................________

Cook in a restaurant.............. ....________

Plan and prepare meals in a private home........................________

Bake cakes, cookies and other pastries for customers...........________

Order food supplies for hotel...................................________

Take charge of playroom for children............................________

Organize games and read to small children.......................________

Take care of and feed infants in a nursery......................________

Set tables and serve food and drinks............................________

Give shampoos, manicures and facials............................________

Direct patrons to tables in restaurant..........................________

Give service to airline passengers during flight................________

Plant, cultivate and harvest crops..............................________

Raise and care for cattle, hogs, horses, and chickens...........________

Cultivate vegetables for market.................................________

Plant and care for flowers, lawns and shrubbery.................________

Catch large quantities of fish and market them..................________

Work aboard tugboats, barges and riverboats.....................________

Operate a fish hatchery...________

Serve as guide for hunting and fishing trips....................________

Saw, trim and chop trees in forest areas........................________

Construct and repair metal machines, parts and tools............________

Work with drills and lathes to cut and shape metal..............________

Grind lenses for cameras and microscopes........................________

Operate machines to saw and shape wood..........................________

L ? D

Oil, adjust and repair machinery.................................________

Repair and overhaul automobile engines...........................________

Repair typewriters, calculators, and adding machines.............________

Operate textile looms or hosiery-knitting machines...............________

Operate printing press...________

Drive a trailer-truck or bus.....................................________

Operate cranes and power shovels to move materials...............________

Build and test electronic equipment..............................________

Install and repair telephone switchboards........................________

Repair radio and TV sets...________

Paint or do paperhanging in houses or buildings..................________

Fix drains and faucets...________

Lay bricks to construct walls and chimneys.......................________

Build frame houses and other wooden structures...................________

Assemble and repair watches or cameras...........................________

Cut, sew and fit cloth, leather or fur articles..................________

Make or repair furniture or cabinets.............................________

Cut and shape glass or stone for jewelry and other small articles........________

Use precision measuring instruments to inspect products for flaws........________

Letter or stencil posters and signs..............................________

Set type by hand...________

Operate machines to set type.....................................________

Develop and print pictures.......................................________

Make bread, cakes, and other bakery products.....................________

L ? D

Operate furnaces or ovens to heat or melt metals................ ________

Pour or dip hot metals into molds.............................. ________

Guard property against fire, theft, vandalism or other damage.. ________

Store explosives... ________

Check people entering factory gate and direct to proper entrance.. ________

Inspect and test quality of articles by taste, sight or hearing... ________

Sort articles by size and color................................ ________

Life and move objects with small crane on electric truck........ ________

Operate automatic metalworking machines........................ ________

Operate machine to fill bottles, jars or cans with liquids...... ________

Operate equipment to refine petroleum products.................. ________

Operate a concrete mixer....................................... ________

Weld metal parts together, using automatic welding machine...... ________

Drill with a jackhammer in ore or rock......................... ________

Straighten bent fenders and auto bodies........................ ________

Operate power sewing machine to make clothing.................. ________

Pack fruit or vegetables for market............................ ________

Assemble metal parts with hand tools........................... ________

Wind electrical coils and armatures............................ ________

Feed metal stock into machine to cut or shape metal products.... ________

Tend sawing or boring woodworking machines...................... ________

Polish marble or granite by machine............................ ________

Use machines to press, stretch or pleat fabrics................. ________

L ? D

Mix paints according to formulas.................................. ________

Tend tanks to dye or bleach leather.............................. ________

Operate equipment making or treating paper................... ________

Deliver telegrams by bicycle....................................... ________

Clean and polish shoes... ________

Distribute printed advertising to homes......................... ________

Wash dishes and silverware by machine......................... ________

Stack bundles of wheat, oats and barley........................ ________

Carry and set stakes for a crew surveying for new construction.. ________

Now that you have completed the interest test you will want to go back over it. Naturally you won't find all the answers you are looking for. But the results can help you start thinking about your interests and how they might relate to a career.

For example, if you put a check in the Like column after "Patrol forest land", this probably means that you like working outdoors. What kind of jobs can you think of that consist mainly of outdoor work? Some of the possibilities include wildlife conservationist, forest ranger, park guide, construction worker, farmer, agricultural agent.

If you checked Dislike after the statement "Prepare financial statements for a company," this could mean that you wouldn't like working as an accountant or bookkeeper or statistician.

If you checked Like after "Fix drains and faucets," this could mean that you like working as a plumber, a mechanic or an electrician--occupations that stress working with the hands and tools.

You can analyze the other results in the same way. But it might be best if you asked a vocational counselor to sit down with you and discuss your interests. If your school does not have a counselor, one of your teachers may be happy to talk with you. The United States Employment Service also maintains local offices where career specialists are available to answer questions and help in any way they can.

You may be surprised at how much you can learn about yourself and how useful this knowledge can be. An ancient philosopher said that a man must know himself before all else. You are now well into that fascinating and important study. What you learn can give you a good start up the ladder to a successful career.

Consumer & Homemaking Career Acceptance

Name of Career Investigated	Like this Career	Why?	Dislike this Career	Why?	Could Learn to Like this Career	Why?

Comments:

DIRECTIONS: Place a check (x) in either the like or dislike columns for each career investigated. Give reasons for answer such as high wages, on job training, higher education, benefits, etc.

STUDY OF A CAREER

Research and Planning Outline Form

I. NAME OF THE CAREER OR CAREER FIELD____________________

A. Is there a DOT number for this career?____________________

B. Other names often used for this career?____________________

____

C. Reasons for selecting this particular career to study.__________

____

II. HISTORY OF THE CAREER____________________

____

____

III. PEOPLE IN THIS CAREER

A. Approximately how many people are now employed in this career field?____________________

B. Briefly discuss current employment trends relating to this career.

____

____

C. Where are jobs related to this career most often found? Why?____

____

____

IV. DUTIES OF THIS CAREER

A. General duties____________________

____

____

B. Specific duties____________________

____

C. Hours of work ordinarily required____________________

D. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts, etc.)

____

____

V. QUALIFICATIONS OF WORKERS IN THIS FIELD:

A. Sex______________________________________

B. Age______________________________________

C. Health and physical______________________________

____

D. Personality______________________________

E. Experience______________________________

____

F. Aptitudes______________________________

____

G. Education (general level and type required)__________

____

____

H. Other______________________________________

____

I. What are the most common methods of entry into this career?______

____

Which one would you choose?______________________

Why?______________________________________

____

VI. EDUCATIONAL PLANNING

A. Develop a complete high school program that would be the best preparation for this career, for entry into a post-secondary school if one is necessary for this career.

B. Are post-secondary vocational-technical schools involved in the preparation for this career. Give specific examples.

C. If you decide to attend a post-secondary school, what entrance requirements might you expect? What courses would you expect to take? What is the length of training? Cost of training?

D. Briefly describe any armed forces training opportunities that may relate to this career.

E. Is a college or university education required? If it is, consider the following important factors:

1. Length of college course
2. Specialized courses required for graduation or certification
3. Approximate cost per year (on-campus or off-campus)
4. What are the scholarships, loans or grants that you could apply for to help with the cost of this training?

F. Other Training (Discuss)

1. Is this an apprenticeable program?____________________

2. Company training program____________________

3. On-the-job training____________________

VII. RELATED FIELDS

A. List and briefly describe several career fields related to the one you have chosed to explore. (Refer to occupational cluster posters.)

B. List other careers that could effectively utilize the training and experience.____________________

VIII. FINDING A JOB IN THIS CAREER FIELD

A. Legal requirements for entry into this field____________________

B. Public and/or private employment agencies that might be helpful in securing a job in this field____________________

C. Newspaper ads (attach to separate sheet several ads pertaining to this career).

D. Briefly describe the manner in which you would go about making a direct application for a first job in this field________________

____

____

E. List four local firms where employment in this career field could be found____

____

____

F. If you were to make application for this job, whom would you use for recommendations? List three persons.

____

____

____

G. Write a sample letter of application for this type of position on a separate sheet of paper and attach.

IX. EARNINGS

A. How much can you expect to make from this career?

1. Beginning salary?____________________________________
2. Average salary?______________________________________
3. Exceptional salary?__________________________________

B. What expenses might you have to meet in following this career?

____

____

X. THE NATURE OF THE JOB

A. List some benefits other than salary that you would expect to gain from this career____

____

B. What hazards can you anticipate in this job field?______________

____

____

C. What organizations can you be expected to join?________________

____

____

D. What demands would this career place on a family?______________

____

____

XI. CAREER ADVANCEMENT

A. What are the chances for advancement in this field?____________

____

B. Would advancement require additional training? Explain__________

____

____

____

C. Would advancement require additional duties? Explain____________

____

____

D. Could advancement require moving to another location? Explain____

____

____

E. Is there a need for continuing education to hold this position?

Explain____

____

XII. ARRANGE AN INTERVIEW with someone employed in this career field. Ask this resource person the same questions you have been exploring in this project and any additional questions you may have. Write a summary of this interview.

XIII. AFTER STUDYING THIS CAREER in depth, state why you would or would not be interested in making this your own career objective.

HOW I FEEL ABOUT CAREER EDUCATION*

Directions: Read each question carefully, then circle yes or no: (You will not be graded on this--there are no "right" or "wrong" answers--just answer according to how you feel.)

Yes No 1. I like studying about home economics careers.

Yes No 2. I like to interview people about their work.

Yes No 3. Everyone's job is important.

Yes No 4. When we go on a field trip, I try to watch people at work.

Yes No 5. I would rather study as I did last year, instead of studying about careers.

Yes No 6. My subjects in school seem to "fit in" with my studies about careers.

Yes No 7. I am thinking more and more about the work I want to do when I grow up.

Yes No 8. I know more things about peoples' jobs now than I did when school started.

Yes No 9. I want to be prepared to get a good job.

Yes No 10. I feel important when I interview people.

Yes No 11. People who come to school for us to interview seem to like talking to us.

Yes No 12. People should be happy with their jobs.

Yes No 13. Earning a good amount of money is important when you are choosing a job.

Yes No 14. I would rather make a lot of money on a job than be happy on a job.

Yes No 15. I would rather be happy with a job than make a lot of money on a job.

Yes No 16. It is all right to change jobs if you want a different job.

Yes No 17. In school, we learn many things which we will use later on in a job.

*Adapted from Career Education Through World of Work Resources, ABLE Model Program

Yes No 18. People must learn to get along with each other and work well together in order to be good workers on the job.

Yes No 19. I sometimes tell my parents about career education studies.

Yes No 20. I want to study career education next year.

Yes No 21. There are many good jobs which you can have without needing a college education.

Yes No 22. A job in which your hands or clothes get soiled is as important as a job in which you stay clean.

Other questions which seek to gather feelings and thoughts from the affective domain might be:

1. When I talked to my parents about our career education activities they

____

____

2. When I talked to my friends about our career education activities they

____

____

3. In my opinion the difference between work and play is______________

____

____

4. Things that make me feel important are__________________

____

5. Things that are important to my teacher are________________

____

____

CONSUMER AND HOMEMAKING PLAYING CARDS

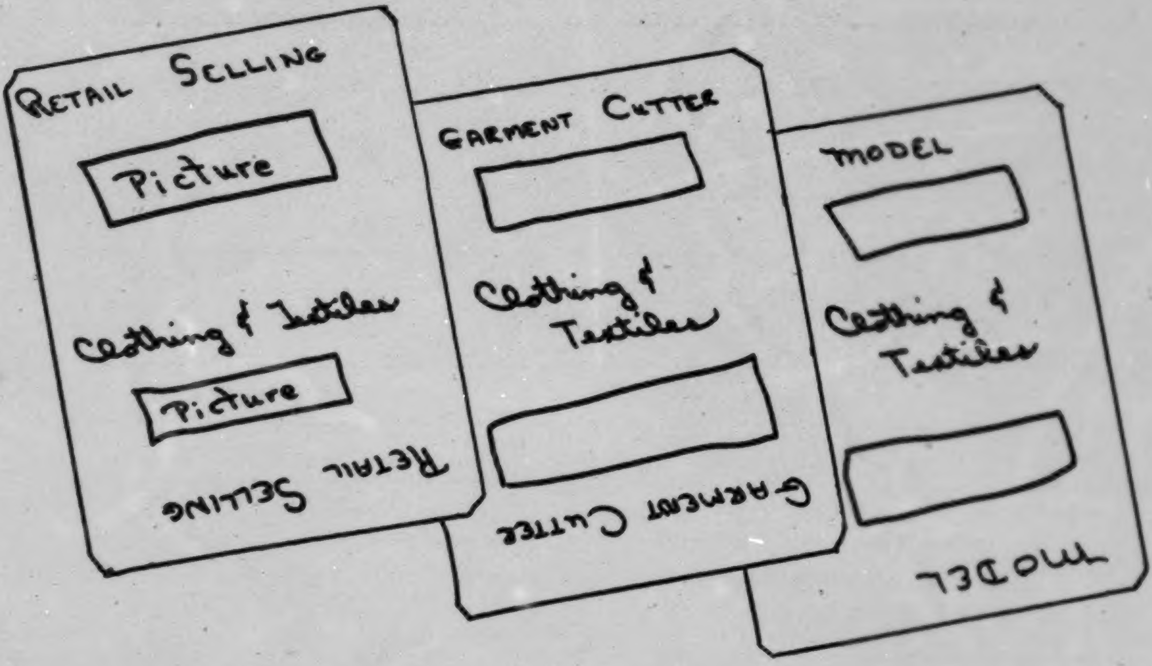
The consumer and homemaking playing cards are the same size and shape as a regular deck of cards but have pictures of careers instead of symbols. They can be a useful aid in reminding students of points they have been taught about consumer and homemaking careers.

In order to make these cards, these are directions for which to follow:

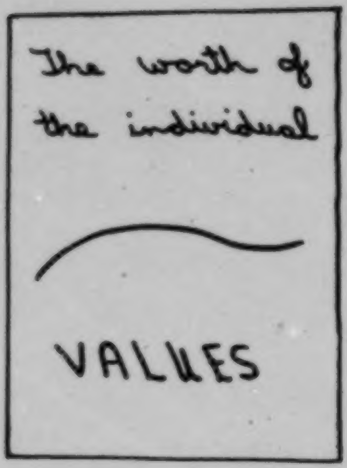
First cut out the number of cards you will require from good quality white cardboard. They should be the size of a standard playing card.

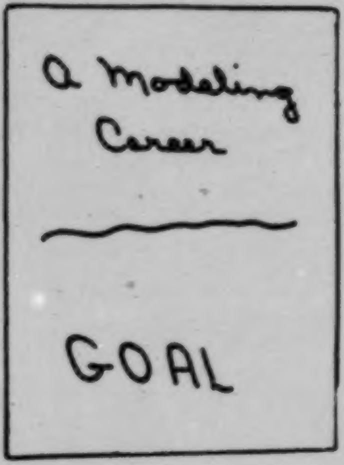
Draw on the cards or paste on the cards pictures of consumer and homemaking careers. If the pictures are drawn on the cards, color them with crayons or with water colors. Try to make the cards attractive. Each card should have the name of the career and the picture on it.

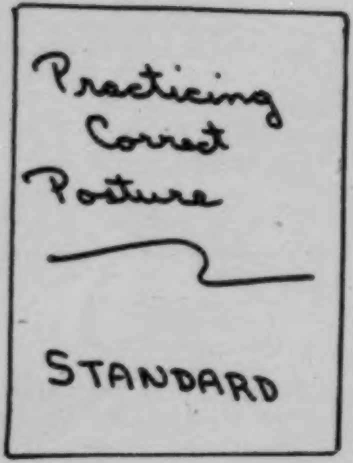
The cards may be used to play numerous card games that would be of interest to the students. Allow the students to adapt known games to the cards or develop their own games.



VALUES, GOALS, STANDARDS MATCHING GAME


The worth of the individual
VALUES





DIRECTIONS: This is a game for slow learners. It can be used with other classes by making the students match cards that are even rather than puzzles that fit together. Prepare cards so that an example of a value, goal or standard appears on one part of the card with the appropriate identification that matches it on the other part of the card. This card game can be a learning experience with the student naming the concrete examples or an evaluation device with students matching the cards.

MONEY MANAGEMENT I.Q.*

A Self-Test Questionnaire on Personal Spending Habits.

This questionnaire, if filled out as accurately as your memory permits, will help you discover your weaknesses in personal money management. Each "yes" answer rates 5 points. Add the points to find your money management I.Q. If you score is: Over 75, consider yourself a good money manager; Between 75 and 55, consider yourself average; Between 55 and 35, you are below average; Below 35, you are very poor.

Yes No

1. Have you made a rough plan for your large expenses for the year?
2. Have you kept a written record of your expenditures for at least one month?
3. Have you examined your record of expenditures and made necessary changes?
4. Are you seldom "broke" before your next allowance or income is received?
5. When "broke", do you generally get along as best you can until your allowance or pay check is received?
6. Do you avoid making yourself miserable and unhappy by fretting about something you want but cannot afford?
7. Are you in the habit of spending moderately on personal grooming?
8. Can you generally be entertained without spending money?
9. Do you usually resist the spending pressures of friends?
10. Do you resist the spending of money according to your whim without regard to what you really need?
11. When "broke" do you tend to avoid getting an extra sum from your parents or guardian?
12. If you saw a clothing item in a store where you have a charge account, would you be likely to think about how to pay for it before you bought it?
13. Are you careful about not leaving cash in your room or carrying fairly large sums of money on your person?
14. Do you usually avoid buying clothes that you may wear only a few times?
15. Do you spend a moderate amount of money for food between meals?
16. Do you usually save ahead for something you want very much?
17. Do you make it a habit to go to more than one store to compare price and quality before deciding on a big purchase?
18. Would you say that about half your purchases are planned in advance and are not merely "impulse" buying?

---

*Georgia State Department of Home Economics, Atlanta, Georgia

	Yes	No
19. Do you know whether your family carries personal belongings insurance, protecting such items as your luggage, clothes, jewelry, golf and tennis equipment?		
20. Can you resist buying bargains just because they are advertised as bargains?		

(Your score: The number of checks ( ) X 5 = ( )

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION DATE________ SOCIAL SECURITY NUMBER________

Name____________________ age__________ sex__________

Address____________________ city__________ state__________

Phone No.__________ own home__________ rent__________ board__________

Date of birth__________ height________ weight________ hair________ Color of Eyes________

Married______ Single______ Widowed______ Divorced______ Separated______

No. of children__________ dependents__________ U.S. Citizen yes__________ no__________

EMPLOYMENT DESIRED

Position____________________ date you can start__________ salary desired__________

Are you employed now?__________ If so, may we inquire where__________

Ever applied for a position here before____________________

EDUCATION

	Name and Location of School	Years	Graduate
Grammar School			
High School			
College			
Trade, Business or Correspondent School			

FORMER EMPLOYERS (List your last employers and reason for leaving.)

REFERENCES (Give names of three persons not related to you, whom you known at least one year.)

PHYSICAL RECORD:

List any physical defects____________________ were you ever injured________
give details____________________ have you defects in hearing____________________
in vision____________________ in speech____________________ In case of emergency
notify:

Name	Address	Phone

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may be terminated at any time without any previous notice.

SAMPLE LETTERS

Letter requesting use of name as a reference.

7 Care Road
Smile, Ohio
July 1, 1965

Dr. R. Smith
4 Sail Street
Smile, Ohio

Dear Dr. Smith,

I have applied for a job as a waitress at several different restaurants, I was asked to list three references. Since you have been my doctor for many years, I would like to know if I may give your name?

Thank you very much.

Sincerely yours,

Betty Dee
Betty Dee

Letter of Reference

4 Sail Street
Smile, Ohio
July 3, 1965

Mr. Ron Dale
Colony Restaurant
Greene, Ohio

Dear Mr. Dale:

This letter is written in reference to to Betty Dee.

I have known Betty for several years. During that time I have found Betty to be honest, neat, and well-groomed at all times. She has been very helpful in her neighborhood and in community projects.

I am happy to say that Betty is a hard worker. She is willing to learn and knows how to follow directions. I am sure that Betty will make a fine waitress.

Sincerely,

R. Smith
Dr. R. Smith

PICTURE COLLECTION EXERCISE

My Picture Display of Home Economics Careers

No. 1

My impressions: ____________________

No. 2

My impressions: ____________________

No. 3

My impressions: ____________________

No. 4

My impressions: ____________________

CONSUMER CARROUSEL

A game designed to simulate situations in which students make decisions regarding the use of money and the consequences that may result from these decisions.

This game was developed by Dolores Shrader and Sandra Beige of the Los Angeles County School System, Los Angeles, California.

Generalizations included in CONSUMER CARROUSEL:

Money is a major economic resource and the medium of exchange in our society

The ability to earn money affects the consumer's buying power

Buying goods and services involves decision making

Choices are limited by one's financial resources

Disadvantages as well as advantages are usually inherent in the alternatives involved in decision or choice

The true cost of one purchase is that which could have been purchased with the same money

Saving involves the choice between using money for immediate wants and needs or saving for future use

Consumer credit permits the use of future income to satisfy present needs and wants

Credit is a service for which the consumer pays

Credit contracts define the legal rights and obligations of both consumer and creditor

Misuse of credit may cause financial problems for consumers and creditors

Possible uses for CONSUMER CARROUSEL

As an introduction to a unit on consumer problems

> If sufficient games are available for the entire class, CONSUMER CARROUSEL might be used as a basis for identifying areas of consumer education to be explored by the class, small groups and independent study.

As re-enforcement of previous learnings in the areas of spending, saving and consumer credit.

As a supplementary learning experience for small groups of students

As part of a class "game day" to add interest and variety to the study of consumer problems

Students may be involved in devising methods of reporting the outcome of the game to the class through bulletin boards, role playing, skits or illustrated reports

Materials included in CONSUMER CARROUSEL Kit

1 Playing Board
36 OPPORTUNITY Cards
36 RISK Cards
24 Ownership Cards
6 Savings Pass Books
6 FUTURE Contracts
6 Credit Contracts
6 Installment Payment Records

Additional equipment required:

1 pair dice
6 markers or tokens to identify players
Play money

Suggested questions for discussion or reporting after the game

1. Were you able to buy everything you wanted when playing CONSUMER Carrousel?
2. What did you have to give up to buy the items?
3. How did you decide which items to purchase?
4. Were you satisfied with all of your choices? Why or why not?
5. What financial resources were available to you? What other resources, besides money, were you able to use?
6. Why was saving included as a part of the game? Why did the bank pay interest on savings?
7. What are some reasons for saving? Did you save for a special purpose?
8. Are there any other places your money can work for you?
9. Why was there a penalty for being overdrawn at the bank?
10. What were some emergencies you encountered in CONSUMER CARROUSEL? What are some emergencies you might expect in real life?
11. What effect did the RISK cards have on your resources? The OPPORTUNITY cards?
12. Under what circumstances would you be able to obtain a refund on damaged merchandise? What recourse is available to you?
13. How does a person go about applying for a job at HRD? What effect did loss of a job have on your buying power?
14. Under what conditions might you receive a tax refund?
15. What information should every credit contract include?

16. Why is both the finance charge and the annual interest rate stated on the security agreement?
17. What affects the cost of credit?
18. Under what conditions should you sign the credit contract?
19. What are the dangers in over-use of credit?

CREDIT AGENT's Responsibilities

Lend money to consumers on LOAN CO. Collect 2% interest on loan each PAY DAY.

Collect and record payments indicated on board for purchase of merchandise purchased on installment credit. Use the following schedule to determine payments and complete installment contract:

Merchandise	# of payments	Amount of payment	% interest	Total Owed
Car	11	$100	10%	$1100
Motorcycle	11	60	10%	660
Stereo	11	30	10%	330
TV	11	20	10%	220

Repossess merchandise if payments are missed. Repossessed merchandise may be auctioned to the highest bidder. The consumer will receive amount received above the current loan balance.

CREDIT AGENT's Supplies

Credit contract

Installment Payment Record

Ownership cards for installment purchases

Rules

CONSUMER CARROUSEL

Players - Two to six consumers
One BANKER
One CREDIT AGENT
If a small number are playing, the roles of BANKER AND CREDIT AGENT MAY BE ASSIGNED TO ONE PERSON

Time The game may be played for a pre-determined time period or until only one player is solvent

Consumer's Rights and Responsibilities

1. Each consumer collects $200 from BANKER and receives his marker or token
2. Each consumer places his marker or token on PAY DAY
3. Consumers roll dice to determine who plays first - highest roll begins play. Play continues around the board from first consumer's left.
4. Each consumer in turn rolls dice and moves his marker the number of spaces shown on dice. Play progresses to the left from PAY DAY.
5. The space on which the consumer lands will determine his possible course of action.

Possible Courses of Action

BUY Spaces identified by a top border design

If no one owns the article the consumer may
shop at no cost,
purchase the article at the price listed and collect Ownership card from BANKER

If another consumer owns the merchandise, he pays loan fee listed

CREDIT Car, TV, stereo and motorcycle may be purchased on installment credit;

sign credit contract with CREDIT AGENT and collect Ownership card from CREDIT AGENT,
payment on installment purchases are due each PAY DAY,
failure to meet payments results in loss of merchandise through repossession,
repossessed merchandise may be auctioned by the CREDIT AGENT to the highest bidder. Amount received above loan balance is returned to consumer.

FOOD Consumer on HAMBURGER KING, SACO TACO, STEAK HOUSE, or PIZZA PARLOR pays BANKER the price indicated on the space.

FUTURE	Consumer on FUTURE may elect to save or not to save for that goal. If he elects to save for the goal: payments of $50 are made to BANKER on arrival at any FUTURE space after ten payments consumer is entitled to one OPPORTUNITY card after twenty payments consumer is entitled to two OPPORTUNITY cards
HRD	(Human Resources Development Agency) Consumer on space marked "You lost your job, report to HRD" or who draws a card with the same instructions; must go directly to HRD does not pass PAY DAY does not collect $100 Consumer may visit HRD square without penalty penalty for losing a job is missing 2 turns no turns are lost if consumer holds a JOB AVAILABLE Card card must be returned to the bottom of the pile JOB AVAILABLE card may be purchased from another consumer for $50
LOAN CO.	Consumer on space marked LOAN CO. may borrow money or draw an OPPORTUNITY card. 2% interest charge is due each PAY DAY.
BANK	Consumer on space marked BANK may deposit money or draw a RISK card. Deposits will earn 1% interest each PAY DAY and may be collected or recorded in the savings book.
CLIP JOINT	Consumer at CLIP JOINT pays a $3.00 fee to the BANKER.
RISK	Consumer on RISK draws a green RISK card, follows instructions on the card and replaces the card at the bottom of the pile.
OPPORTUNITY	Consumer on OPPORTUNITY draws a blue OPPORTUNITY card, follows instructions on the card and replaces the card at the bottom of the pile.
PAY DAY	Consumer collects $100 from the BANK each time he passes PAY DAY.

Elimination from the Game

Any consumer who goes bankrupt because he cannot meet his payments is eliminated from the game. His merchandise becomes the property of the BANK and may be resold.

Winners

The winner is the consumer with the most assets at the end of the designated time.

Assets will be determined by turning in all property to the BANK for cash value.

Installment contracts carry value of payments made less one payment to allow for interest rate. Example: You have made five $100 payments on the car before cashing in your assets. Your cash value is $500 less $100 or $400.

Savings accounts are valued at current balance.

BANKER's Responsibilities

Distribute $200 to each player
1 - $50
3 - $20
6 - $10
4 - $5
10 - $1

Provide each player with a marker or token

Pay consumers $100 when they pass PAY DAY

Collect payment for items purchased and give consumer OWNERSHIP card

Collect and initial payments of $50 each on FUTURE goals

Collect or pay amounts on RISK and OPPORTUNITY cards drawn by consumers

Collect money from consumers for FOOD stops

Collect $3.00 from consumers who land on CLIP JOINT

Collect and record savings for consumers on BANK. Pay or record 1% each time savers pass PAY DAY

BANKER's Supplies

Consumer markers or tokens

Savings book

Ownership cards

FUTURE contracts

Money: $50's
$20's
$10's
$5's
$1's

OPPORTUNITY STATE BANK

Savings Pass Book

NAME________________________________

Account #___________________________

TRANSACTION	AMOUNT	BALANCE

BANKER: Please initial each transaction

F U T U R E

Name____________________

Circle one: MARRIAGE
COLLEGE
TRIP
CAREER

$50____
$50____
$50____
$50____
$50____
$50____
$50____
$50____
$50____
$50____

Draw one OPPORTUNITY card

$50____
$50____
$50____
$50____
$50____
$50____
$50____
$50____
$50____
$50____

Draw two OPPORTUNITY cards

BANKER: Please initial each payment

CREDIT AGREEMENT

Customer's name & address

____
____
____

CONSUMER
LOAN
COMPANY

PROPERTY BEING PURCHASED	SALES PRICE

I, the undersigned buyer, agree to pay the total of ______ monthly installments of $____ on each PAY DAY with interest at the maximum lawful rate.

1. Cash Price $________
2. Finance Charge $________
3. Annual Percentage Rate ________%
4. Total of Combined Payments $________

DO NOT SIGN THIS AGREEMENT BEFORE YOU READ IT OR IF IT CONTAINS A BLANK SPACE

Receipt of a copy of this agreement is hereby acknowledged

____
Buyer's signature

Account # ____________________

CONSUMER LOAN COMPANY

Installment Payment Record

Name____________________

Account # ____________________

TRANSACTION	AMOUNT	BALANCE

CREDIT MANAGER: Please initial each payment.

WIG buy $30 loan $ 4	BATHING SUIT buy $15 loan $ 2	LEVIS & SWEAT-SHIRT buy $15 loan $ 2	BEACH buy $5 loan $1
CAR buy $1000 loan $ 75	MOTORCYCLE buy $600 loan $ 50	AUTO ACCESSORIES buy $50 loan $10	MOUNTAINS buy $10 loan $ 1
LEATHER VEST buy $20 loan $ 3	PONCHO buy $15 loan $ 2	BOOTS buy $15 loan $ 2	PARK buy $2 loan $1

PAPERBACK buy $2 loan $1	POSTER buy $2 loan $1	RECORDS buy $5 loan $1	MOVIE buy $2 loan $1
STEREO buy $300 loan $ 25	RECORDS buy $5 loan $1	TV buy $200 loan $ 20	ROCK CONCERT buy $6 loan $1
MAKEUP & TOILETRIES buy $5 loan $1	LOVE BEADS & CHAINS buy $2 loan $1	SUNGLASSES buy $5 loan $1	DANCE buy $2 loan $1

GOT A TRAFFIC TICKET Pay Bank $5	GOT A JOB Bank pays $25	LOST JOB Pay Bank $15
CLEANERS RUINED COAT Pay Bank $10	NEED NEW TIRE Pay Bank $10	BUY BIRTHDAY PRESENT Pay Bank $5
VISIT DOCTOR Pay Bank $10	VISIT DENTIST Pay Bank $15	LOST DRIVER'S LICENSE Pay Bank $3
CAR INSURANCE PAYMENT Pay Bank $25	GIVE HAIRCUT Bank pays $3	HAVE WIG DONE Pay Bank $10

LOST CAR KEYS Pay Bank $3	LOST WALLET Pay Bank $5	FIND WATCH-RETURN TO OWNER Bank pays $5
WON A DOOR PRIZE AT DANCE Bank pays $10	WENT OFF YOUR DIET Move ahead 2 spaces	WENT OFF YOUR DIET Move ahead 2 spaces
NOTHING HAPPENING	NOTHING HAPPENING	LOST LUNCH MONEY Pay Bank $1
LOST CONCERT TICKETS Pay Bank $6	GO TO HDR Do not pass PAY DAY Do not collect $100	GO TO HRD Do not pass PAY DAY Do not collect $100

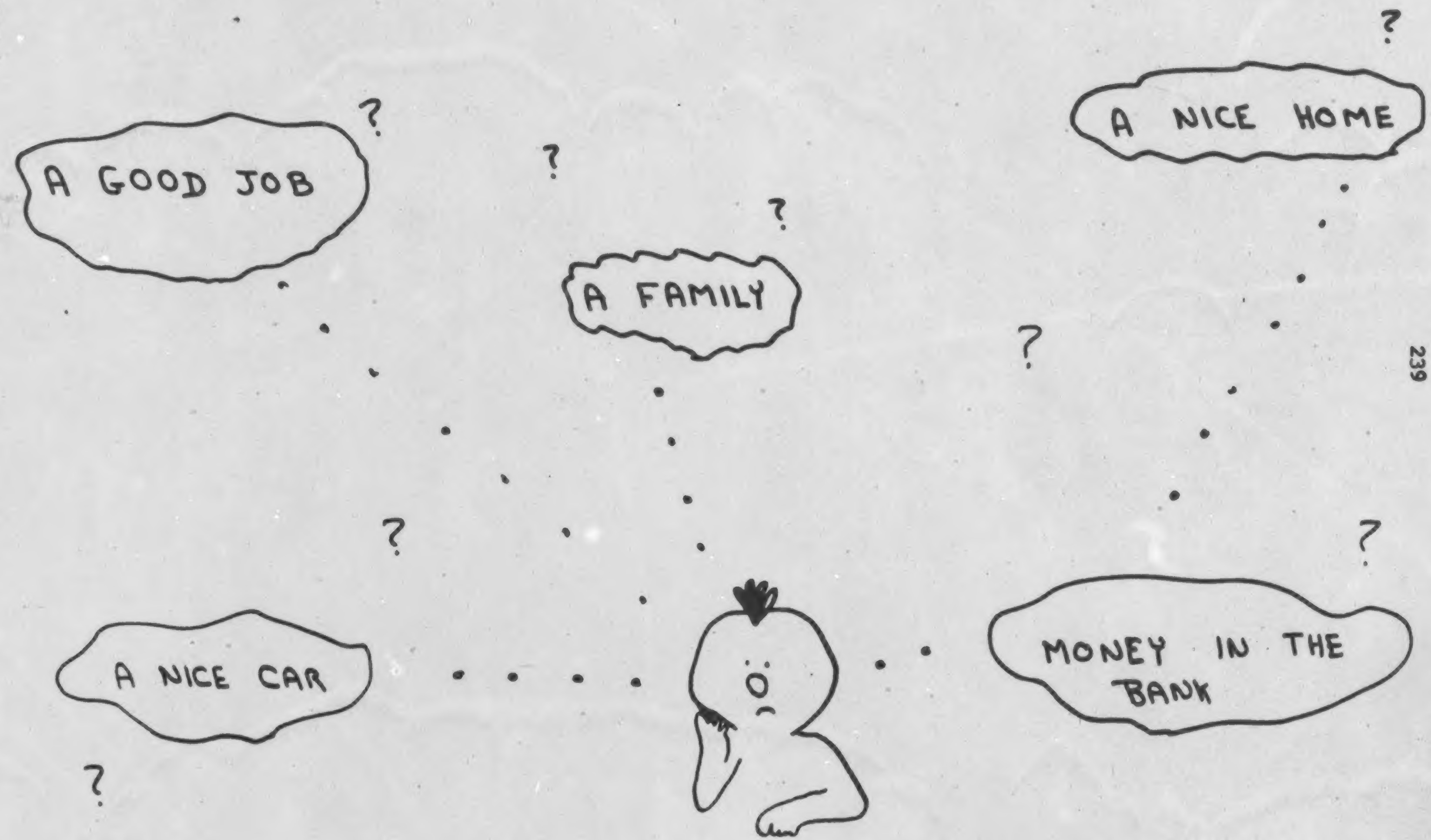
TELEPHONE BILL Pay Bank $5	WIN A VACATION Bank pays $50	LATE TO WORK Pay Bank $5
BROKE SUNGLASSES Pay Bank $2	NEED PRESCRIPTION Pay Bank $3	OVERDRAWN AT THE BANK Pay Bank $3
LOST YOUR BOOK Lose 1 turn	LOST DRIVER'S LICENSE Pay Bank $3	JOB AVAILABLE Leave HRD Sell for $50 or hold until needed
JOB AVAILABLE Leave HDR Sell for $50 or hold until needed	JOB AVAILABLE Leave HRD Sell for $50 or hold until needed	OVERDRAWN AT THE BANK Pay Bank $3

DECIDE AGAINST BUYING RECORDS Move ahead 1 space	GOT A JOB Bank pays $25	WORKED OVERTIME Bank pays $5
REFUND ON DAMAGED MERCHANDISE Bank pays $10	NOTHING HAPPENING	NOTHING HAPPENING
GOOD FOR 1 MOTORCYCLE PAYMENT	CHANGED THE BUTTONS ON YOUR COAT YOURSELF Collect $2	FOUND A BARGAIN AT A SIDEWALK SALE Move ahead 3 spaces
BOUGHT YOUR BATHING SUIT AT A DISCOUNT SALE Move ahead 5 spaces	RENT YOUR SURFBOARD Banks pays $15	DECIDE TO WAIT 2 YEARS TO GET MARRIED Get 1 more turn

STUCK IN TRAFFIC JAM Lost 1 turn	LATE TO WORK Lost 1 turn	CAR BROKE DOWN Lost 2 turns
BECAME ILL Lost 2 turns	DECIDE TO GO TO COLLEGE Good for 1 FUTURE payment of your choice	REFUND ON DAMAGED MERCHANDISE Bank pays $10
FOUND MONEY Bank pays $5	BLUE CHIP STAMP BOOK Bank pays $3	GOOD FOR 1 AT SACO TACO
GOOD FOR 1 AT STEAK HOUSE	GOOD FOR 1 AT HAMBURGER KING	GOOD FOR 1 AT PIZZA PARLOR

GOT A JOB Bank pays $15	BABY SITTING JOB Bank pays $10	WORKED OVERTIME Bank pays $5
JOB AVAILABLE Leave HRD Sell for $50 or hold until needed	JOB AVAILABLE Leave HRD Sell for $50 or hold until needed	JOB AVAILABLE LEAVE HRD Sell for $50 or hold until needed
BIRTHDAY GIFT Bank pays $25	FREE TICKET Good at SOUL SCENE	INCOME TAX REFUND Bank pays $50
GOT A RAISE Bank pays $10	HELPED ELDERLY NEIGHBOR Bank pays $5	GIVEN TYPEWRITER FOR COLLEGE Bank pays $10

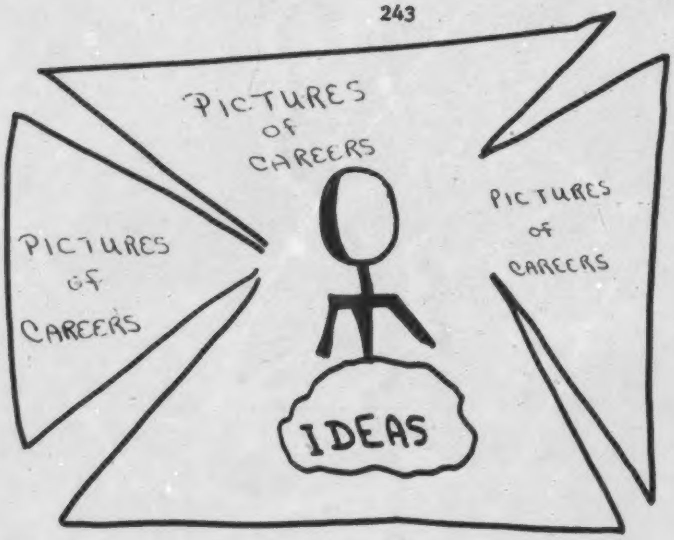
What Do You Want Out of Life?

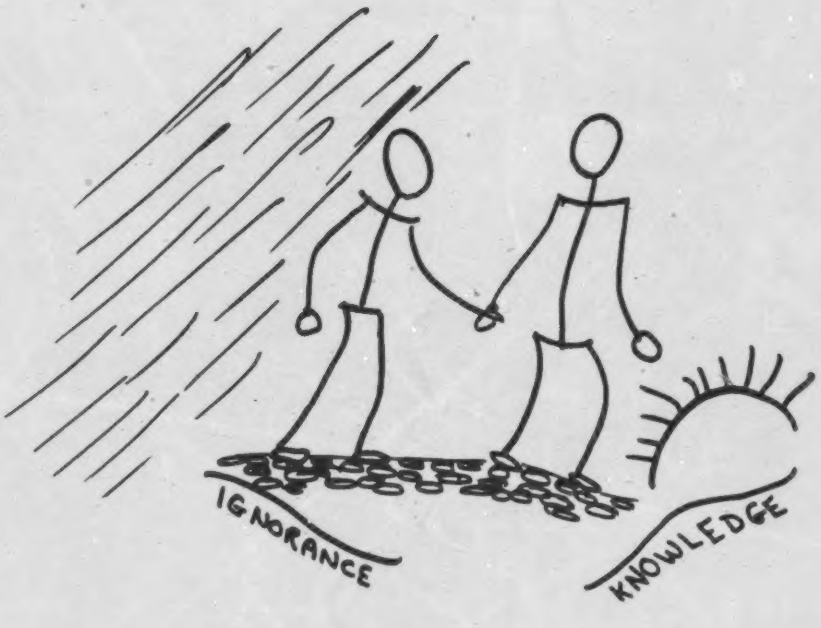


SOURCES OF INCOME

RETAIL SELLING
OPPORTUNITIES UNLIMITED!!!

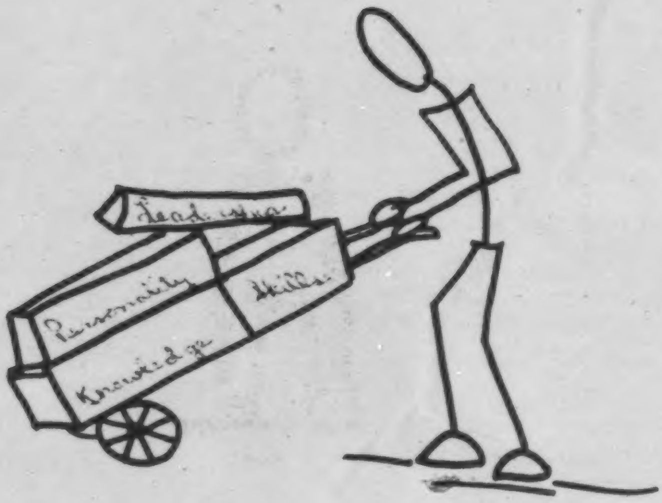
WORLD OF WORK



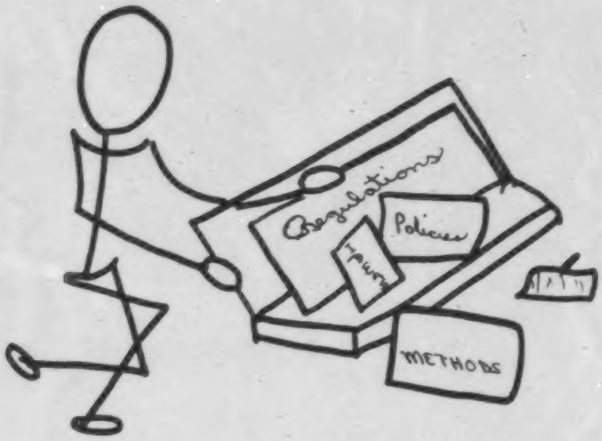


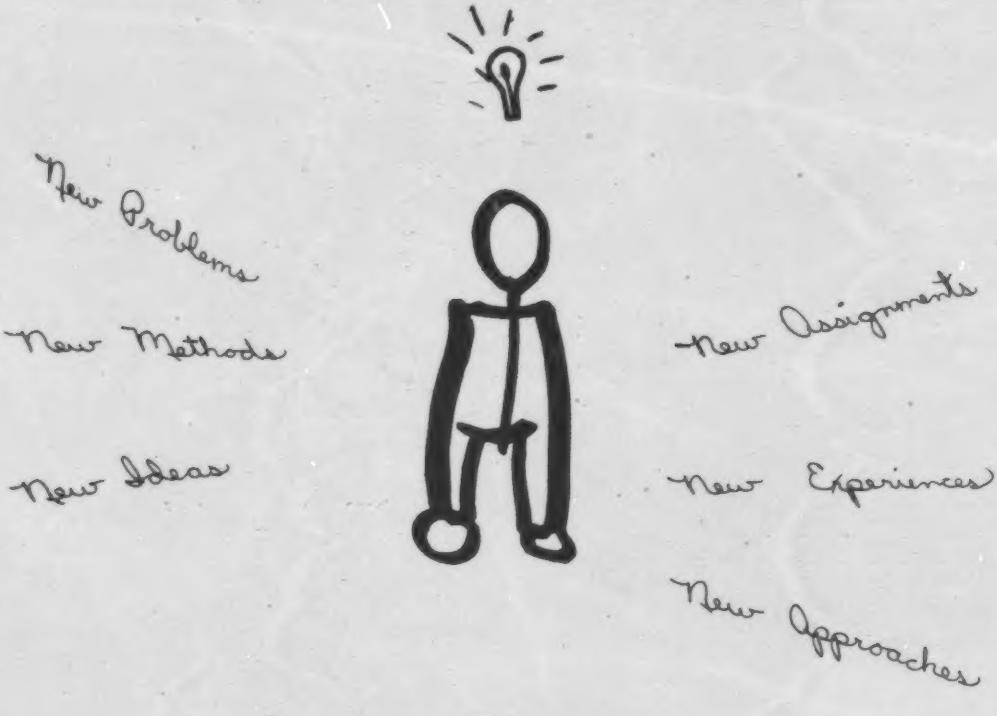
CAREER AWARENESS

What It Takes



A Good Salesman





A Creative Thinker

Time

Our Most Valuable Asset —
Use It Wisely

Behold The Turtle

He makes progress only when his neck is out . . . . .

RESOURCES

Pamphlets and Bulletins:

American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C.

Packet on Careers In Home Economics

Science Research Association, Inc., 57 W. Grand Ave., Chicago, Ill.

Choosing Your Career
Discovering Your Real Interests
Getting Job Experience
How To Get The Job
How To Write Better
Should You Go To College?
Where Are Your Manners?
Your Personality And Your Job

Your Financial Worksheet. N.Y.

Institute of Life Insurance, Women's Division

A guide for women returning to the job world. Helps figure whether or not it is worth it in dollars, satisfaction, retirement income and in family living.

Educational and Consumer Relations
T.C. Penny Co., Inc.
1301 Ave. of the Americas
N.Y., N.Y. 10019

Sales Trainee Job Guide
Display Assistant Job Guide
Alterations Assistant Job Guide
Office Clerk Job Guide
Stock Clerk Job

S R A Occupation Briefs
......Home Economics

142	Fashion Model
92	Extension Worker
71	Dietitian
215	Food Technologists
123	Frozen Foods & Industry Workers
58	Cannery Worker
120	Airline Stewardess
336	Apartment House Janitors
21	Bakers

112 Beauty Operators
284 Buyers
383 Caterers
332 Checkers, Food Store
115 Chefs, Cook
83 Clothing Manufacturing Worker
319 Clothing Salespeople, Retail
91 Credit Collectors
24 Custom Tailors & Dressmakers
8 Decorators, Interior Designers
116 Department Store Sales people
59 Dry Cleaning Worker
233 Florists
117 Food Store Worker
124 Furniture Manufacturing Workers
234 Gift Shop Owners and Managers
13 Hotel and Motel Workers
265 Household Workers
326 Housekeepers, Executive
186 Kindergarten & Nursery School Teachers
175 Laundry Workers
350 Managers, Restaurant
106 Meat Packing Workers
153 Millinery Workers, Hat
167 Models
351 Operators, Sewing Machine
342 Pattern Makers
159 Textile Industry Workers
130 Upholsterers
267 Waiters and Waitresses
308 Waiters, Railroad Dining-Car

Science Research Associates, Inc.

Jobs In Professional Home Economics
Career Subjects and Jobs, Brochard - How To Get The Job, Dreese
Your Personality and Your Job, Sinick

American Institute of Nutrition
9650 Rockville Pike
Bethesda, Maryland 20014

Careers in Nutrition

Business Methods Institute
29 West Randolph Street
Chicago, Ill. 60601

Fashion Merchandising

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Ill. 60610

Careers In The Quantity Food Service Industry
Careers For Youth In The Food Service Industry

The American Dietetic Associations
620 North Michigan Avenue
Chicago, Ill. 60611

Dietetics As A Profession

Career Information Service
N.Y. Life Insurance Company
Box 51, Madison Sq. Station
N.Y., N.Y. 10010

Should You Be A Home Economist?

Northern Illinois Gas Company
P.O. Box 190
Aurora, Ill. 60507

Your Career As A Home Service Economist

Textile Distributors Association, Inc.
1040 Avenue of the Americas
N.Y., N. Y. 10018

Career Opportunities For You In The Fabulous World of Fabrics

National Dairy Council
111 North Canal Street
Chicago, Ill. 60606

Stop To Consider Before You Decide On Your Career

Books:

Interstate Printers and Publishers, Inc.

Home Economics Related Occupations, Kupsinel
Apply For A Job, Rath, Masion, Phipps
Developing A Respect For Work

Webster/McGraw-Hill

Home Economics As A Profession, Tate
Planning Your Career, Calvert and Steele
Your Job and Your Future: Book I and Book II, Olsen
Professional Restaurant Service, Harris
Occupation and Careers, Feingold and Swerdloff
Personal Perspective, Paolucci

Benneth Books

Opportunities In Clothing, McDermott and Norris
Food Service Careers, Cornelius

American Home Economics Association

Teaching For Changing Attitudes and Values, Ruud

The Consumer Educational Series
Academic Paperbacks
The Academic Building
West Haven, Connecticut

Viewing Your Career, Stone

Scholastic Book Services

Home Economistis In Action, 35 Success Stories

Julian Messner

Exciting Careers For Home Economics, Spencer

Audio-Visual:

American Home Economics Association

Be Involved - Be A Home Economist, filmstrip, $12.50

"Food For Thought" Color, all ages, 15 minutes.

Planning, purchasing, preparing, displaying and serving techniques utilized in the school lunch program, featuring fish.

Prod. Bureau of Commercial Fisheries
Dist. Bureau of Commercial Fisheries
Audio-Visual Services, Room 601
1815 North Fort Myer Drive
Arlington, Virginia 22209

Educational and Consumer Relations
J.C. Penny Co., Inc.
1301 Avenue of the Americas
N.Y., N.Y. 10019

Filmstrips
A Career In Fashion Distribution
Preparing For An Interview
Retailing Services The Community
It's An Exciting Career

Multi-Media:

Changing Times Education Service
Inquiry - Oriented Mini Units

Jobs: An Updated Look Into the Future
How On Earth Do Working Wives Manage?
Now, At Last, Better Jobs For Women
Schools Give Better Job Training Now
How Much Do "Fringes" Boost Your Pay?
Jobs Where Your Boss Is You.
Hire An Employment Agency To Find You A Job?

The Morris Link Family

A Family Finance Simulation
South-Western Publishing Co.
Discovery, A Career Education Program From Scholastic
World of Work: Reading In Interpersonal; Anderson, Anton, Corman, Slater, Kipness; Grade 7-12
Complete Kit (50 Stories) $99.50; $1.98 per 4 page story; Webster/McGraw-Hill
Careers In H.E. (18 Posters with Commentaries) $4.00; J. Weston Walch, Publisher, Portland, Maine 04104
Career Survival Skills; Bell & Howell

Career Games Laboratory Educational Progress Corporation

Career Development Laboratory Educational Progress Corporation

Industrial Education

INDUSTRIAL EDUCATION

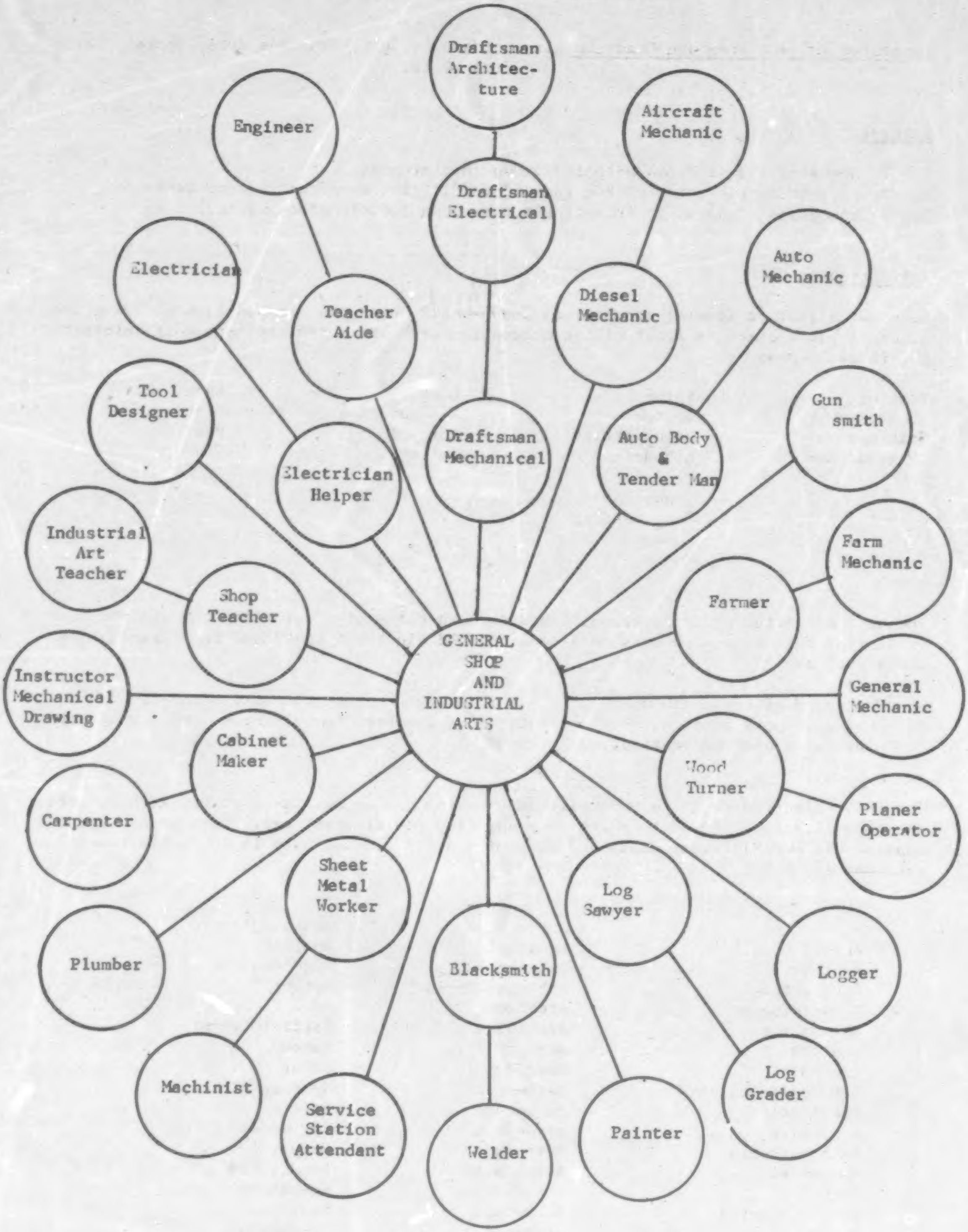
The occupational orientation of industrial arts courses calls for continuous reference to fields of work that grow out of this subject. Along with the study of products, services, processes, and equipment, the student can add to his occupational knowledge by investigating the characteristics of jobs in this field. Skilled workers are needed to keep the nation's economy growing and strong, but the demand for workers with technical skills is infrequently recognized by high school students and their parents. Young persons should be made aware of the fact that a thorough training in the skills of industrial occupations will prove a decided advantage in obtaining employment and securing promotions. The teacher will find it advantageous to plan field trips to industrially related job sights or military schools that offer training opportunities. Films and filmstrips which deal with trade occupations are among the better ones available.

Display materials provide an excellent means of encouraging students examination of occupation related to industrial arts instruction.

CAREERS RELATED TO INDUSTRIAL EDUCATION

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAINMENT
B. A. or above		Sales Engineer	Mechanical Engineer Electrical Engineer Aero Engineer Air-Conditioning Engineer Automotive Engineer Civil Engineer Ceramic Engineer Industrial Chemist		Editor of Industrial Publications Reporter of Industrial Publications Teachers of Industrial Publications	Architects Artists
II High School Plus Technical	Radio & TV Repairman	Contractor Building Trades	Technician Airplane Pilot Factory Foreman Boiler Inspector Radio Operator Die Designer Draftsman		Vocational Instructor Printer	
III High School Graduate		Telephone Inspector	Machinist Airplane Mechanic Blacksmith Boilermaker Bricklayer Cabinetmaker Carpenter Welder Photoengraver	Crane Operator Oil Well Driller Lineman Operating Engineer	Linotype Operator Compositor	Photographer
IV Less Than High School Graduate	Bus Driver Chauffeur Dry Man Truck Driver Custodian Building Cleaner Maintenance	Multigraph Operator	Armature Winder Assembler Babbitter Blast Furnace Blower Brake Adjuster Leather Worker Airplane Cleaner Blaster Machine Operator			

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN GENERAL SHOP AND INDUSTRIAL ARTS



"HOO-RAY" PEOPLE ARE DIFFERENT

Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies 7-12.

Purpose:

1. To acquaint the students with individual differences.
2. To promote appreciation of how individual differences affect career decisions.
3. To encourage students to investigate their own individual characteristics.

Activities:

Hand out a list of several occupations and hobbies which are grouped in 4's. Have the students put a check in front of the occupation or hobby which they are most interested in, in each group.

Teacher
Shoemaker
Waitress
TV Repairman

Farmer
Doctor
Psychiatrist
Librarian

Hunting
Motorcycling
Horseriding
Skiing

Water Skiing
Fishing
Reading
Travel

Crochet
Coin Collecting
Ceramics
Sports

Stamp Collecting
Hair Setting
Cooking
Music

The next objective could be accomplished through class discussion which would be stimulated from the various answers obtained from the "Interest List" and from leading questions such as:

1. What kind of community would you have if everyone chose the same occupation?
2. Do you suppose physical characteristics are involved in helping a person to determine an occupation best suited for him?

The last objective could be accomplished by using one or several fictitious characters in which interests seemed to point to a specific job cluster area. Have each student examine his own "Interest List" and determine a job cluster area in which his interests may fall.

Accountant
Actor
Actress
Agricultural
Agrogiologist
Agronomist
Analyst
Anatomist
Amesthesiologist
Anesthetist
Announcer
Anthropologist
Announcer
Anthropologist
Anthropomedrist
Apiarist
Apiculturist
Appraiser

Apprentice
Aquarist
Arborer
Arboriculturist
Architect
Archivist
Artist
Assayer
Assembler
Assistant
Associate
Astrologer
Astronomer
Athlete
Attendant
Attenuator
Attorney
Auctioneer

Audiologist
Auditor
Augerman
Author

Bacteriologist
Baker
Baler
Bandmaster
Barber
Bartender
Bayero
Beautician
BeeKeeper
Bellboy
Biochemist
Biographer
Biologist

Blacksmith
Blaster
Boatswain
Bookkeeper
Brakeman
Bricklayer
Buccaro
Buffer
Builder
Butcher

Caddie
Calker
Caller
Candlemaker
Cardiologist
Caretaker
Carpenter
Cartoonist
Carver
Caseworker
Cashier
Caster
Cataloger
Caterer
Cattleman
Chauffeur
Checker
Cheesemaker
Chemist
Chiropractor
Clerk
Clown
Coach
Cobbler
Coiler
Collector
Colorer
Columnist
Conductor.
Confectioner
Cook
Coopersmith
Coordinator
Copyist
Coroner
Correspondent
Cosmetologist
Counselor
Countersinker
Couturier
Cowpuncher
Craftsman
Craneman
Crankman
Crater
Cremator
Crimper
Crocheter
Crusher
Curator
Custodian
Cutterman
Cytologist
Cytotechnologist

Dairyman
Dancer
Darner
Deckhand
Decorator
Demonstrator
Dentist
Dermatologist
Derrickman
Designer
Detective
Developer
Dietitian
Director
Dispatcher
Diver
Dockmaster
Doctor
Dramatist
Draper
Dresser
Driller
Driver
Druggist
Draftsman
Dyer

Ecologist
Econometrist
Economist
Edger
Editor
Educator
Electrician
Electrotyper
Embalmer
Embosser
Embroiderer
Enameler
Engineer
Engraver
Engrosser
Equestrian
Escort
Estimator
Essayist
Etcher
Ethnologist
Etymologist
Eviscerator
Examiner
Exodontist
Exterminator
Extractor

Fabricator
Farmer
Filer
Finisher
Fireman
Fisherman
Fitter
Flanger
Foreman
Forester
Framer
Frogger
Fumigator
Furrier

Gaffman
Galvanizer
Gamekeeper
Gatekeeper
Geologist
Geographer
Geneticist
Geodesist
Ginner
Glazier
Glueman
Gluer
Goldsmith
Golfer
Governess
Governor
Grader
Groceryman
Guard
Guide
Gunsmith
Gynecologist

Handyman
Harpist
Hemstitcher
Historian
Horticulturist
Host
Hostess
Hostler
Hypnotist

Iceman
Illustrator
Imitator
Impersonator
Inkman
Inlayer
Inspector
Installer
Instructor
Interviewer
Investigator
Ironer
Ironworker

Jeweler
Janitor
Joiner

Judge
Juggler

Kennelman
Keysmith
Kilnman
Knitter
Knotter

Labeler
Laminator
Landscaper
Latherer
Laundress
Lawyer
Letterer
Librarian
Lifeguard
Lineman
Linguist
Lithographer
Lobbyist
Loftsman
Logger

Machinist
Manager
Maid
Mailman
Marker
Masseur
Mason
Mathematician
Mechanic
Mender
Metallurgist
Meteorologist
Meterman
Microbiologist
Miller
Miner
Mineralogist
Mixer
Model
Molder
Motorman
Musician
Mycologist

Naturalist
Navigator
Needlemaker
Newsboy
Neurogurgeon
Nurse
Nutritionist
Novelist
Nurseryman

Oarsman
Observer
Operator
Optician
Optometrist
Orchardist
Orchestrator
Orderly
Orthoptist
Osteopath
Orthodontist
Orchestrator
Orderly
Orthoptist
Osteopath
Orthodontist
Oxidizer

Packer
Paddler
Page
Painter
Paleontologist
Pantrygirl
Paperhanger
Parasitologist
Paster
Pasteurizer
Pastor
Pathologist
Patrolman
Patternmaker
Pawnbroker
Peeler
Pediatrician
Perfumer
Petrologist
Pharmacist
Photoengraver
Photogeologist
Photographer
Philologist
Physician
Physiologist
Pianist
Pierman
Pilot
Pipeman
Plasterer
Playwright
Pleater
Podiatrist
Policewoman
Polisher
Porter
Postmaster
Poultryman
Preparer
President
Presser
Principal
Printer
Producer
Prospector
Psychiatrist
Psychologist
Puncher
Puppeteer
Purchaser

Quartermaster

Radiologist
Radioman
Raker
Rancher
Receptionist
Recorder
Repairman
Reporter
Retoucher
Rigger
Riveter
Roofer

Sailor
Salesman
Sampler
Sandblaster
Sander
Scavenger
Scientist
Scorer
Sculptor
Sealer
Seamstress
Secretary
Seismologist
Serologist
Serviceman
Shepherd
Sheriff
Shipfitter
Shipper
Shoemaker
Sizer
Sketcher
Skycap
Sociologist
Solicitor
Soloist
Sorter
Specialist
Specialization
Specialize
Sprayer
Spreader
Stableman
Stacker
Stapler
Starcher
Statistician
Stenographer
Stenciler
Steward
Stewardess
Stevedore

Sterilizer
Stovecutter
Superintendent
Supervisor
Surgeon
Surveyor

Tagger
Tailor
Taster
Taxidermist
Teacher
Teamster
Technician
Technologist
Telegrapher
Tester

Timberman
Timekeeper
Tinter
Trainer
Translator
Trapper
Tutor
Typist

Umpire
Unerwriter
Upholsterer
Usher

Valet
Varnisher
Veterinarian

Violinist

Waiter
Warden
Watchman
Weaver
Weigher
Welder
Woodworker
Worker
Wrapper
Wrecker
Writer

Yardman
Yeoman

Zoologist

ENJOYMENT PROFILE

Suggested Subject Area and Grade Level: Language Arts, Guidance & Self, Social Studies - 1-12.

Purpose:

To make the students aware of activities that they enjoy doing.

Activities:

Have the students number from 1 to 10 down the page. They are then to list ten activities that they enjoy doing. (These may be work or play activities). After the students have listed the ten activities, they are to go back and consider elements of the activities, in the following manner. In column 1, go down the list of activities and put M or N for each activity. M indicates that money is needed to do the activity. N indicates that no money is needed to do the activity. Column 2 should be marked A or P. A indicates an activity that can be done alone and P an activity that requires people. Column 3 should be marked with either an L or W. L indicates a leisure time activity and W a work time activity. Column 4 should be marked with an O or U. The O indicates that others like the activity, the U that the activity is unique to the person. Column 5 should have the date the activity was last done, e.g. yesterday, last year, etc. The Enjoyment Profile is an activity that may be used as a basis for discussion of personal likes and dislikes as well as other factors that relate to self exploration, pointing out significant areas for the student in self-understanding.

Example:

1.	Hunt	M	A	L	O	Yesterday
2.	Fish	M	A	L	O	3 Weeks
3.	Play with Children	N	P	L	O	Yesterday
4.	Complete a Task	N	A	W	O	1 Week
5.	Eat	M	A	L	O	Today
6.	Sleep	N	A	L	O	Last Night
7.	Work	N	A	W	O	Now
8.	Bike ride	N	A	L	O	2 Weeks
9.	Paddle-ball	N	P	L	O	3 Days
10.	Travel	M	A	W/L	O	Now

MONEY, MONEY, MONEY

Suggested Subject Area and Grade Level: Any high school subject, Grade 10-12.

Purpose:

1. To acquaint the students with monitory resources necessary for desired life styles.
2. To acquired student with things which will demand money for the average family.

Activity:

Have students draft a list of what they think expenses to run a house hold might be.

Example:
Life Insurance
Car Payments
Rent/House Payments
Property Insurance
Food
Electricity
Medical Bills
Water
Taxes/Property
Entertainment
Gas
Car Repair
Clothing
Auto Insurance
Dental

Suggested Grade Level: Grades 10 - 12

Purpose:

To acquaint students with various occupations relative to income and their understand needs.

Activity:

Research an occupation of choice and one of necessity for the purpose of developing a budget.

Determine what items should be included in a budget and approximately how much money should be alloted for those items.

Through class discussion establish budget figures as both a single person, and the head of a household, using the following data as guidelines.

A. Single
    1) 21 years old
    2) renting apartment ($85 per mo.)
    3) purchasing car ($90 per mo.)
    4) other items (food, insurance, savings, etc.)

B. Married
    1) 28 years old
    2) two children
    3) buying a home ($250 per mo.)
    4) buying a car ($75 per mo.)
    5) food ($80 per mo.)
    6) insurance ($60 per mo.)
    7) savings (5% of gross income)

Ask students to choose an occupation of their choice irrespective of income. Research this occupation checking the following items:

a) income
b) future employment demands
c) location of work
d) other aspects affecting their personal life.

After planning the budgets and comparing them, have the students decide whether or not their choice of occupation was realistic.

Find the words listed below among the scrambled letters and circle. The words may be spelled vertically, horizontally or diagonally.

OCCUPATIONS

T	E	O	P	F	A	R	M	E	R	C	H	A	N	T	C	R	I	T	B
R	K	F	B	A	K	E	R	A	C	E	R	L	A	W	Y	E	R	O	O
E	Y	W	K	O	O	C	R	E	T	N	I	A	P	O	R	T	E	R	X
H	B	A	R	R	O	I	E	H	E	R	E	L	L	E	T	N	U	M	E
C	B	I	O	H	X	F	F	U	A	D	U	C	C	S	C	I	V	E	R
T	A	T	R	P	H	F	I	R	E	M	A	N	I	G	X	R	C	E	E
E	C	E	E	L	U	O	E	S	B	S	R	T	U	N	L	P	Y	U	T
A	F	R	B	R	E	K	C	E	H	C	N	O	M	C	A	D	D	Y	S
C	L	E	R	K	N	I	R	I	L	E	W	U	O	A	H	H	R	T	I
H	C	I	A	A	R	W	E	L	D	E	R	D	R	D	S	E	C	T	N
E	E	Y	B	S	X	R	R	I	O	S	F	M	R	E	V	O	M	E	I
R	M	T	S	I	P	Y	T	I	C	B	L	A	A	I	R	E	N	I	M
U	W	O	R	E	K	O	R	B	T	O	I	I	R	N	M	O	D	E	L
T	A	I	L	O	R	H	I	O	O	E	E	D	R	U	G	G	I	S	T
C	A	R	P	E	N	T	E	R	R	S	R	E	C	O	R	G	E	H	R
O	J	U	D	P	A	G	E	N	T	N	A	V	R	E	S	S	E	R	P
A	M	B	I	N	D	E	R	S	A	L	E	S	M	A	N	A	G	E	R
C	R	E	N	U	T	R	U	S	T	E	E	R	I	P	M	U	X	G	B
H	R	E	J	A	N	I	T	O	R	E	P	O	R	T	E	R	S	H	T

Suggested Grade Level: 9 - 12

Purpose:

To familiarize students with a career planning technique. To aid students in understanding that those things which are important to them will influence their career choice.

Activity:

Have students complete "How I plan to Achieve my Career Goals" and discuss in class. (It may be necessary to allow outside class time to complete form.)

Following the discussion of the above mentioned form, have student do a rating of the following "Work Value Inventory." See if it is compatible with the career goal of the student.

HOW I PLAN TO ACHIEVE MY CAREER GOALS

Name of Occupation ______________________________

Description of duties ______________________________

____

Aptitudes Required	How I rate My Aptitudes		
	Below Average	Average	Excellent

Necessary Personality Traits	How I Rate In These Personality Traits		
	Below Average	Average	Excellent

Education or Training Required	Further Education or Training I Need

Other Requirements	How I can fulfill these Requirements

Suggested Teaching-Learning Approaches for Career Development in the Curriculum, University of Minnesota College of Education.

WORK VALUE INVENTORY

HOW IMPORTANT IS THIS TO YOU

Work in which you	VERY IMPORTANT	IMPORTANT	MODERATELY IMPORTANT	OF LITTLE IMPORTANCE	UNIMPORTANT
1. Have to keep solving new problems.	5	4	3	2	1
2. Help others.	5	4	3	2	1
3. Look forward to changes in your job.	5	4	3	2	1
4. Can get a raise.	5	4	3	2	1
5. Have freedom in your own area.	5	4	3	2	1
6. Gain prestige in your field.	5	4	3	2	1
7. Need to have artistic ability.	5	4	3	2	1
8. Are one of the gang.	5	4	3	2	1
9. Know your job will last.	5	4	3	2	1
10. Can be the kind of person you would like to be.	5	4	3	2	1
11. Have a boss who gives you a square deal.	5	4	3	2	1
12. Like the setting in which your job is done.	5	4	3	2	1
13. Get the feeling of having done a good day's work.	5	4	3	2	1
14. Have authority over others.	5	4	3	2	1
15. Try out new ideas and suggestions.	5	4	3	2	1
16. Create something new.	5	4	3	2	1
17. Know by the results when you've done a good job.	5	4	3	2	1
18. Have a boss who is reasonable.	5	4	3	2	1
19. Are sure of always having a job.	5	4	3	2	1
20. Add beauty to the world.	5	4	3	2	1
21. Make your own decisions.	5	4	3	2	1
22. Have pay increases that keep up with the cost living.	5	4	3	2	1
23. Are mentally challenged.	5	4	3	2	1
24. Use leadership abilities.	5	4	3	2	1
25. Have adequate lounge, toilet, and other facilities.	5	4	3	2	1
26. Have a way of life while not on the job that you like.	5	4	3	2	1
27. Form friendships with your fellow employees.	5	4	3	2	1
28. Know that others consider your work important.	5	4	3	2	1
29. Do not do the same thing all the time.	5	4	3	2	1
30. Feel you have helped another person.	5	4	3	2	1
31. Add to the well-being of other people.	5	4	3	2	1
32. Do many different things.	5	4	3	2	1
33. Are looked up to by others.	5	4	3	2	1
34. Have good contacts with fellow workers.	5	4	3	2	1
35. Lead the kind of life you most enjoy.	5	4	3	2	1
36. Have a good place in which to work (good lighting, quiet, clean, enough space, etc.)	5	4	3	2	1
37. Plan and organize the work of others.	5	4	3	2	1
38. Need to be mentally alert.	5	4	3	2	1
39. Are paid enough to live right.	5	4	3	2	1
40. Are your own boss.	5	4	3	2	1
41. Make attractive products.	5	4	3	2	1
42. Are sure of another job in the company if your present job ends.	5	4	3	2	1
43. Have a supervisor who is considerate.	5	4	3	2	1

44. See the results of your efforts. 5 4 3 2 1
45. Contribute new ideas. 5 4 3 2 1

Adapted from Super's Work Values Inventory

SCORING KEY

CR	(Creativity)	15, 16, 45
MA	(Management)	14, 24, 37
AC	(Achievement)	13, 17, 44
SU	(Surroundings)	12, 25, 36
SR	(Supervisory Relations)	11, 18, 43
WL	(Way of Life)	10, 26, 35
SE	(Security)	9, 19, 42
AS	(Associates)	8, 27, 34
ES	(Esthetics)	7, 20, 41
PR	(Prestige)	6, 28, 33
IN	(Independence)	5, 21, 40
VA	(Variety)	4, 29, 32

Purpose:

To aid the student in the career exploration process to either reinforce the expressed goal or recognize the incongruency of the expressed goal or recognize the incongruency of the expressed choice.

Activities:

Ask the students to become as relaxed as possible. After the class members are relaxed with eyes closed, they are asked to imagine the following events during a work day as the teacher suggests the following stimuli. The teacher should pause between statements to give students sufficient time to reflex on their mental images.

Setting:

You are to see yourself in the following situations. Close your eyes. It is six years in the future. (Pause) You are just waking up. (Pause) How do you feel about getting up and going to work? (Pause) You get up and get dressed for work. (Pause) You are eating breakfast. (Pause) Who is there? (Pause) You leave to go to work. (Pause) Who do you say goodbye to? (Pause)

Work:

You are on your way to work. (Pause) Do you go by car? If so, what kind is it? Or do you use some other type of transportation? (Pause) How long does it take you to get to work and what are you thinking about? (Pause) You are now at work. Where are you? (Pause) What are you doing? (Pause) What do you see? (Pause) What do you feel about the people with whom you work? (Pause) You are working. (Pause) How do you feel about the work you are doing? (Pause)

Noon:

It is lunch time. (Pause) Where do you eat? (Pause) Do you eat alone? (Pause) If not, with whom are you eating? (Pause)

Work:

You are back at work now. (Pause) How do you feel now? (Pause) Your supervisor told you, "You are late." How do you feel? (Pause)

Your supervisor told you, "Your last assignment is not up to standard." How do you feel? (Pause) A fellow worker just became angry with you. How do you feel and what do you do? (Pause) A fellow worker just took credit for a project on which you had done the major portion of the work. How do you feel and what do you do? (Pause) You have just been told that your work is highly satisfactory. How do you feel? (Pause) You have just been told that you have been promoted to a job that will entail much more responsibility on your part. How do you feel and what do you do?

Home:

You are now leaving work to go home. How do you feel? (Pause) What are your thoughts as you travel home? (Pause) You are approaching your front door. How do you feel? (Pause) Who meets you? (Pause) What is your home like? (Pause) You are eating dinner. With whom are you dining and how do you feel about this person? (Pause) It is an early dinner. How do you plan to spend the evening? (Pause) It is now time to go to bed. How do you feel about the day? (Pause) It is the following morning. How do you feel about repeating the activities of yesterday? (Pause)

End:

We are now done with the career fantasy trip. Open your eyes and let's talk about your experience.

At this point, a discussion occurs. Students all asked to talk about their trip. The interaction of the students when they talk about their fantasies is often enthusiastic and the students are intrigued and surprised by the results.

Crucial to the success of this technique is the content of the fantasy. The need is for personal-social guidance as well as occupational guidance. Therefore, the fantasy needs to touch upon many activities of a typical day; a life style approach, aspiration, expectations, etc.

?

The Unexamined Life
is Not worth
Living

-Socrates-

?

! !

Language Arts!!!

Concepts: Relating Language Arts and Careers

1. Application of language arts skills is essential to effective communication.
2. Communication skills can be learned through the application include basic elements of writing, reading and spelling.
3. Composition skills needed for effective communication include paragraph development, factual based on systematic research, development and presentation.
4. Variety and interest can be given to written composition through the use of the five (5) basic patterns of sentence structure.
5. Grammar and verbal communication are fundamental elements of effective use of language arts skills.
6. Correct word choice and vocabulary enrichment are essential to effective verbal written communication.
7. Interviewing processes employ the use of language arts skills in writing, reading, and speaking.
8. Three (3) elements of the interviewing process--initiating, exploring, and closing--parallel written composition processes of introduction, body and conclusion.
9. The interview process is a job skill used in many fields of career opportunity including human services, business, science and technology, general cultural, and arts and entertaining.
10. Depending on the nature of the job, interviewing techniques will vary from methods designed to gather information to methods designed to offer assistance.
11. Information gathering interviewers generally are seeking help from the interviewee while interviewers using assistance techniques are usually seeking to provide help to the interviewee.

This Language Arts Booklet contains four units that offer a variety of activities applicable to all areas of the Language Arts.

Section One (I) deals with the students' self-awareness and identity.

(1) This is me! (Is this me?)

(2) How do I relate to others?

Section Two (2) is about values, thoughts, and transactions with others. It provides in-depth information on about oneself. The teacher may find it revealing, also!

Section Three (3) contains a variety of skill activities. Try them!

Section Four (4) has application forms, job interview information and a career exploration packet.

USE THESE! MODIFY! CHANGE THEM! CLEAN!

SECTION (I) ONE

THIS IS ME! (IS THIS ME?)

Does your position in your family affect your personality?

Have students divide themselves into the following discussion groups:

1. The oldest child.
2. The next to oldest (but not youngest)
3. 3rd, 4th, 5th, etc. (but not youngest)
4. Youngest and only child (2 categories)

Ask students to come to decisions concerning the following topics:

Do we (in this group) share any common characteristics of personality?

Easy-going or not?
Argumentative or not?
Dominating?
Passive? Honest?
Aggressive? Kind?
Self-confident?
Cheerful?
Serious?, etc.

Each group should choose a spokesman who will share the groups findings with class.

Conclusion:

Is there any validity to the groupings (similar traits?). If so, why? If not, why not? What about spaces between children - i.e. 10 years between 1st, & 2nd child, etc.

NAME ______________________

THIS IS ME

Listed below are several personal attributes and skills. Read each item and then make a check in the box which describes you. Check only one box for each item.

Personal Attributes and Skills	I Do This Well	I Would Like To Improve This	I Neither Do Well nor Want to Improve
1. Make casual conversation with peers			
2. Make casual conversation with adults			

(cont.)

THIS IS ME

3. Tell stories and jokes easily			
4. Persuade others to do things			
5. Cooperate with others			
6. Get others organized to start a game or task			
7. See both sides of a situation or argument			
8. Help smooth things out when two people are arguing			
9. Tell the truth in all situations			
10. Understand how other people feel			
11. Follow the instructions of others			

LIFE LINE

Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies.

Purpose:

To make the student aware of the developmental process in personal growth.

Activities:

Have the students draw a line on a piece of paper and place an X at the point he feels he is in his life cycle. Have the students write accomplishments or crucial points in their lines up until the present. Discussion follows with the student describing his life line. This is a good group counseling technique. It is beneficial to the students to have the teacher or counselor chart his life line and discuss this with the students: providing it is not threatening.

Variation:

Have the students project their life lines into the future, considering the area of education, career, personal desires, etc.

UNFINISHED SENTENCES

The things that amuse me most are...

I feel warmest toward a person when...

In school I do best when...

What I want most in life is...

When someone hurts me, I...

I often find myself...

I have difficulty trying to deal with...

When I see a classmate always agreeing with the teacher...

People who know me well think I am...

My teacher thinks I am...

People who work with me think I am...

I used to be...

I want most out of school...

My greatest strength is...

I need to improve most in...

I am concerned most about...

It makes me most uncomfortable when...

I would consider it risky...

The subject I would be most reluctant to discuss here is...

On Saturdays, I like to...

If I had 24 hours to live...

If I had my own car...

I feel best when people...

If I had a million dollars I would...

Secretly I wish...

My children won't have to...

I wish President Nixon would...

On vacations, I like to...

I'd like to tell my best friend...

I think my parents...

If I had $50.00, I would...

Many people don't agree with me about...

The happiest day in my life was...

Some people seem to want only to...

I believe...

If I were five years older...

My advice to the President would be...

When I'm alone at home, I...

PROUD WHIP

1. What is something you are proud of that you can do on your own?
2. What is something you are proud of in relation to money?
3. What are you proud of that has to do with school?
4. What is something you have written that you are proud of?
5. What is something you have done about the ecology issue that you're proud of?
6. Any new skill you have learned within the last month or year?
7. A decision that you made which required considerable thought.
8. Some family tradition you are particularly proud of.
9. Something you refrained from doing about which you are proud.
10. Anything you've done for an older person.
11. An athletic feat you did recently which you are proud of.
12. A time when you were especially nice to someone and you feel proud of it.
13. A dangerous thing you tried and succeeded at.
14. A way in which you helped your family.

15. Anything you've done to add to the store of beauty in this world.
16. A time when you were an important example for a younger child.
17. I am proud that I am...
18. I am proud that I am...
19. I am proud that I am...

VALUES CLARIFICATION

By: Simon, Howe, KirschenGaum

I FEEL:

STRENGTH 1	5 WEAKNESS
SATISFACTION 1	5 UNFULFILLMENT
SUPPORT 1	5 REJECTION
CONFUSION 5	1 CLARITY
SHYNESS 5	1 CURIOSITY
INVOLVEMENT 1	5 BOREDOM
FRUSTRATION 5	1 CONTENTMENT
SUPERIORITY 5	5 INFERIORITY
TRUST 1	5 SUSPICION
REPULSION 5	1 ATTRACTION
HURT 5	1 RELIEF
LONELINESS 5	1 COMMUNITY
LOVE 1	5 HATE
SADNESS 5	1 JOY
AFFECTION 1	5 ANGER
HOPE 1	5 FEAR

Place a mark on the line that best expresses your feelings about________________.

Add up the numbers that you have placed your mark nearest on each of the lines and compare them with your score towards other persons or activities.

PATTERN SEARCH

What procedures do you follow?

What procedures do you follow about this activity?	Is it a pattern		Is it out of			Do you prize your answers?		
	Yes	No	Compulsion	Habit	Free Choice	Yes	No	?
getting up in the morning								
what you wear								
how you wear or comb your hair								
doing your homework								
giving presents								
eating at a restaurant								
getting places on time								
making friends								
how you brush your teeth								
what you daydream about								
taking showers or baths								
what time you go to bed								
answering your phone								
buying clothes								
watching movies on TV								
writing letters								

How much does habit run your life?

PERCENTAGE QUESTIONS

What percentage of:

1. the letters you receive do you answer?
2. your salary or allowance do you spend on gifts?
3. women should we have in the U.S. Congress?
4. your time at home should be spent keeping it clean.
5. of your time should be spent with your family?
6. of your time do you spend sleeping?
7. time do you spend working?
8. your classmates would you call friends?
9. your time is spent doing things you really don't want to do each day?
10. your life could you describe as being very happy?
11. your free time do you spend reading books?
12. your free time do you spend watching TV?
13. the time you spend listening to music, not doing anything else, just listening?
14. your day would you like for time to do absolutely nothing?
15. of your teachers really like kids?

DECIDING

Purpose: To help the student in the development of decision-making skills.

Activities:

Have the students write story situations requiring the making of decisions. These situations should be open-ended. Have the students react to the situations, make a decision, and discuss why a particular alternate was selected.

Variation:

A drama class might act out the situations up to the point of making the decision. The students might then act out the different alternatives and have the class note the most appropriate decision based on students representation of the alternatives.

PICK A CARD

Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies.

Purpose:

To make the student aware of the part stereotyped roles played in the conception of work.

Activities:

Assemble a file of names of different occupations. Include all levels of work from professional to unskilled. Have the students pick a card and role-play the stereotyped occupational activity.

Variation:

I. Have a collection of hats, used by persons in different occupations in a box. Have the students wear the hats and role-play the occupational activity suggested by the hat.

II. A skit might be written and enacted of the characters represented in the class by the hat they wore.

III. Produce a skit based on the occupation represented by hat with this plot in mind. The scene is a hat shop. A person comes into the shop to buy a hat. Many hats are tried on. For example: Women may try on firemen's hats and men may try on hats associated with occupations typically thought of as "Women's Work," illustrating the concept that jobs are not male or female in nature. A male student may wish to try on one of the more traditional female roles. The shop keeper describes the importance of a certain occupation as the hat is tried on. The "shopkeeper" and the "hat shopper" should discuss facts relating to the occupation represented by the specific hat.

List the qualities that you most like in others generally.

1.

2.

3.

4.

5.

Name two things that are qualities that your best friend should have.

1.

2.

List the qualities that you most dislike in others generally.

1.

2.

3.

4.

5.

Name two things that are qualities that are the most disliked by you.

1.

2.

Why do others like me? (What are my good qualities?)

1.

2.

3.

4.

5.

6.

7.

8.

What are some of the things about me that others might not like?

1.

2.

3.

4.

5.

What could I do to change one of the things that others might dislike about me?

A What is the quality?

B How do I show this quality?

C What are the things I could do to do away with this pattern of behavior?

1.

2.

3.

4.

5.

D When I am through, How will I know that I no longer act that way?

HOW DO I RELATE TO OTHERS?

MOST OBJECTIONABLE CLASSMATE

Rank the following types of persons. 1 is bad and 12 is good.

________BOTHER BUG Constantly interrupts the class by talking to the teacher and bothering other children.

________BACK TALKER Talks back to his mother.

________CHEATER Cheats in a game.

________LITTER BUG Drops trash on the sidewalk.

________BORROWER Borrows a pencil and does not return it.

________BULLY Beats up a younger child.

________SHOPLIFTER Steals candy from a store.

________FIRE BUG Sets fire to a building.

________SMOKER Smokes cigarettes.

________RATTER Rat on a friend.

________CHEWER Puts gum on the seat of a chair.

________VANDALIZER Deliberately throws rocks through windows in the school.

FORCED LADDER

(rank each as follows)
1 This is fine
2 This is O.K.
3 This is bad
4 This is very bad

Counter Spy -- A person who accepts a government job to kill a person in espionage.

Doctor -- A doctor who prescribes name brand drugs of a company in which he has been given stock by the salesman.

Gambler -- A parent who plays the horses and neglects the needs of the family.

Competitor -- A person who always plays to win.

Fraud -- The president of a firm that purchases spoilled or poor cuts of meat to be sold to poor, unsuspecting, poorly educated people.

Hit-Run Driver -- A driver who is going very fast to get to a business appointment. A child darts out between cars and is hit. The driver panics and keeps on going, leaving the injured child lying in the street.

Gossip -- A person who just can't keep a confidence. Often spreads malicious, false information.

Cheat -- The manager tells the checker in a supermarket to overcharge each customer 2 cents per item to make up for the shoplifting and food eating that goes on in the store.

National Guardsman -- On guard duty at a college campus a national guardsman is attacked by students and shoots at them.

Two Faced -- A person who talks about how great integration is, but wouldn't want to live next door to a black.

Hard Hat -- A person who uses an axe handle and fists to knock some sense into the heads of "long-hairs" demonstrating for the impeachement of Nixon.

Informant -- A neighbor who calls the police because she suspects the teenager across the street is using pot.

Prankster -- A practical joker who riducules people's weaknesses.

Withdrawer -- A person who witnesses a violent crime but doesn't want to get involved.

List the five worst people from the list above.	Group rankings of the worst.
1. ______________________	1. ____________
2. ______________________	2. ____________
3. ______________________	3. ____________
4. ______________________	4. ____________
5. ______________________	5. ____________

THE PERSON THAT I'D LEAST LIKE TO BE

Place an X by the person that you would least like to be in each group.

Place an O by the person that you would most like to be in each group.

A rich man who gives generously to all causes, including the Nazi party.

A star athlets, always the first to come for practice and the last to leave.

A teacher who is friendly with all his students. He dresses like them and goes out socially with them.

An ecologist who don't let his family use any paper products.

A devoted husband who sends flowers on all anniversaries and birthdays and never expects any presents himself.

A college student who witnessed a friend taking money from another friend's wallet, tells neither friend, but replaces the money himself.

A person who sees an auto accident, but does not help because he does not want to become involved.

A father who runs his family with complete democracy -- one man, one vote. Even the three years old has one vote on where to go for their vacation.

A college student who lends his money (his tuition money) to a friend who has to obtain release from a jail.

A white couple who, instead of having their own babies, adopt two black babies.

A couple who turns his son in for smoking pot.

A student who is very popular because he makes everyone feel good. He never expresses his own feelings and opinions if they are controversial.

A pilot has to make a forced landing and crashes into the woods instead of coming down on the elementary school playground becuase he saw two kids playing there.

ALTERNATIVE ACTION SEARCH

1. You're driving on a two lane road behind another car. You notice that one of his wheels is wobbling more and more. It looks as if the nuts are falling off, one by one. There's no way to pass him, because cars are coming in the other direction in a steady stream. What would you do?

2. At a picnic, there is a giant punch bowl. One of the little kids, much to everyone's horror, accidentally drops his whole plate of spaghetti into the punch. What would you do?

3. You're taking a really lousy course at the University. You're not doing well in the course. On the day of the final exam, someone offers to sell you a copy of what he claims is the final for only $5.00. What would you do?

4. You've raised your son not to play with guns. Your rich uncle comes for a long awaited visit and, of course, he brings your son a 22 riffle with lots of ammunition. What would you do?

5. Your father has been giving you lot of flack about how much TV you watch. One day you come home from school and the TV set isn't working. You suspect your father has done something to the set. What would you do?

6. You have been active in the civil rights movement. At a dinner party you attend, two guys spend half an hour matching each other with race jokes. What would you do?

7. Your mother tells you that the doctor has just told her that your dad has cancer and has only two months to live. She has decided not to tell him. What would you do?

FORCED CHOICE LADDER

Place an X on the line where your attitudes are best shown.

Strong feelings against | Weakest feelings | Strong feelings for

6 5 4 3 2 1 0 1 2 3 4 5 6

A man cheats on his income tax each year, but donates all the money he saves by doing this to his church. This money is in addition to his regular contributions.

Strong feeling against | Weakest feelings | Strong feelings for

6 5 4 3 2 1 0 1 2 3 4 5 6

A woman was very upset about the commercialization of Christmas. She tried to convince all the aunts and uncles to agree not to send Christmas gifts to their nieces and nephews.

Strong feelings against | Weakest feelings | Strong feelings for

6 5 4 3 2 1 0 1 2 3 4 5 6

A blue-collar worker's son comes home from college and criticizes his father for working in a factory that is supplying munitions for the war in Israel. The father tells his son to shut up and points out that the money he earns in that factory is sending the punk through college.

Strong feelings against | Weakest feelings | Strong feelings for

6 5 4 3 2 1 0 1 2 3 4 5 6

A young boy tries to get even with the neighborhood grouch. On Halloween he fills a quart milk bottle with urine and leans it, without a lid, against her door. He rings the doorbell and runs. When she opens the door the urine goes all over her wall-to-wall carpet.

FORCED CHOICE LADDER

Weakest feelings (pro or con) | Strongest feelings

1 2 3 4 5 6 7 8 9 10 11 12 13

George is a man who is constantly stressing law and order. He is concerned about the violence and law breaking going on in our society. George is a building contractor. Frequently, when he gets parking tickets for his dump trucks he has them "fixed."

Occasionally he does special favors for the building inspectors who inspect his work.

Weakest feelings Strongest feelings

1 2 3 4 5 6 7 8 9 10 11 12 13

A school coach is constantly scolding his gym classes because they do not exercise enough. Yet he parks his car as close as possible to the school so that he doesn't have to walk far.

Weakest feelings Strongest feelings

1 2 3 4 5 6 7 8 9 10 11 12 13

A man believes that we should have complete freedom of personal choice. He feels that he should be able to swim where he pleases and with whom he pleases. He builds a pool and operates a segregated swim club where he keeps out Whites.

OBITUARY

______________________________ age __________
(your name)

died yesterday from ______________________________

____

He (she) was a member of ______________________________

____

____

He (she) is survived by ...

At the time of his (her) death he was working on becoming ...

He will be remembered for ...

He will be mourned by ______________________________ because ...

The world will suffer the loss of his contributions in the areas of ...

He always wanted, but never got to ...

The body will be ...

Flowers may be sent ...

In lieu of flowers ...

FANTASY PROJECTION SURVEY

Purpose:

To graphically demonstrate to the students the importance of all types of work to the effective working of society.

Activities:

This activity may be used at the culminating activity of writing the descriptive narrative might best be prepared by a creative writing class or in any language arts class as a written assignment. The students will be asked to write the name of an occupation in which he is presently interested on a slip of paper. It is important that the students realize the purpose of the survey and understand that his statement of a possible career choice is in no way a future commitment. The purpose of the survey and understand that his statement of a possible career choice is in no way a future commitment. The purpose of the survey is to demonstrate to the students the importance of all work to the efficient workings of society. For example, the survey might indicate a surplus of beauticians and a few barbers resulting in a world of long haired men and beautiful women.

Variations of this activity:

1. Construct a mock-up village or community as revealed by the survey.
2. Print the Yellow Pages (Classified ads) of the phone directory as indicated by the survey.
3. Prepare a Bulletin Board of "Jobs Wanted," as shown by the survey
4. Develop a plan for a shopping center with the information found in the survey.
5. Write a newspaper article describing the town as revealed by the survey.
6. Write a newspaper report of some activity (wedding, picnic, etc.) as it would be if only the occupations listed on the survey existed.
7. Analyze a community and discuss occupations that are essential for the effective operation of a community.

CAREER FANTASY EXPERIENCE

Purpose:

To aid the student in the career exploration process to either reinforce the expressed goal or recognize the incongruency of the expressed goal or recognize the incongruency of the expressed choice.

Activities:

Ask the students to become as relaxed as possible. After the class members are are relaxed with eyes closed, they are asked to imagine the following events during a work day as the teacher suggests the following stimuli. The teacher should pause between statements to give students sufficient time to reflex on their mental images.

Setting:

You are to see yourself in the following situations. Close your eyes. It is six or ten years in the future. (Pause) You are just waking up. (Pause) How do you feel about getting up and going to work? (Pause) You get up and get dressed for work. (Pause) You are eating breakfast. (Pause) Who is there? (Pause) You leave to go to work. (Pause) Who do you say goodbye to? (Pause)

Work:

You are on your way to work. (Pause) Do you go by car? If so, what kind is it? Or do you use some other type of transportation? (Pause) How long does it takes you to get to work and what are you thinking about? (Pause) You are now at work. Where are you? (Pause) What are you doing? (Pause) What do you see? (Pause) What do you feel about the people with whom you work? (Pause) You are working. (Pause) How do you feel about the work you are doing? (Pause)

Noon:

It is lunch time. (Pause) Where do you eat? (Pause) Do you eat alone? (Pause) If not, with whom are you eating? (Pause)

Work:

You are back at work now. (Pause) How do you feel now? (Pause) Your supervisor told you, "You are late". How do you feel? (Pause) Your supervisor told you, "Your last assignment is not up to standard". How do you feel? (Pause) A fellow worker just became angry with you. How do you feel and what do you do? (Pause) A fellow worker just took credit for a project on which you had done the major portion of the work. How do you feel and what do you do? (Pause) You have just been told that your work is highly satisfactory. How do you feel? (Pause) You have just been told that you have been promoted to a job that will entail much more responsibility on your part. How do you feel and what do you do?

Home:

You are now leaving work to go home. How do you feel? (Pause) What are your thoughts as you travel home? (Pause) You are approaching your front door. How do you feel? (Pause) Who meets you? (Pause) What is your home like? (Pause) You are eating dinner. With whom are you dining and how do you feel about this person? (Pause) It is an early dinner. How do you plan to spend the evening? (Pause) It is now time to go to bed. How do you feel about the day? (Pause) It is the following morning. How do you feel about repeating the activities of yesterday? (Pause)

End:

We are now done with the career fantasy trip. Open your eyes and lets talk about your experience.

At this point, a discussion occurs. Students are not all asked to talk about their trip. The interaction of the students when they talk about their fantasies is often enthusiastic and the students are intrigued and surprised by the results.

Crucial to the success of this technique is the content of the fantasy. The need is for personal-social guidance as well as occupational guidance. Therefore, the fantasy needs to touch upon many activities of a typical day; a life style approach, aspirations, expectations, etc. It is important for a career choice, are elicited more often and more clearly in the guided fantasy trip than with many direct vocational counseling techniques.

SECTION (II) TWO

The following chart can prove to be an exciting, thought-provoking experiment in self-discovery.

Where do attitudes and values come from?
How do beliefs about creation influence other beliefs, attitudes and values?

Students (teachers, too) decide on one of the first 3 choices and follow the choice downwards. (add or change categories - please!)

Continue on with the "therefores" - apply to school, family, friends, choices of career, values, etc.

Speech classes composition topics vocabulary stimulators .....

IDEAS!!!

More!! Talk it over (or write it out)

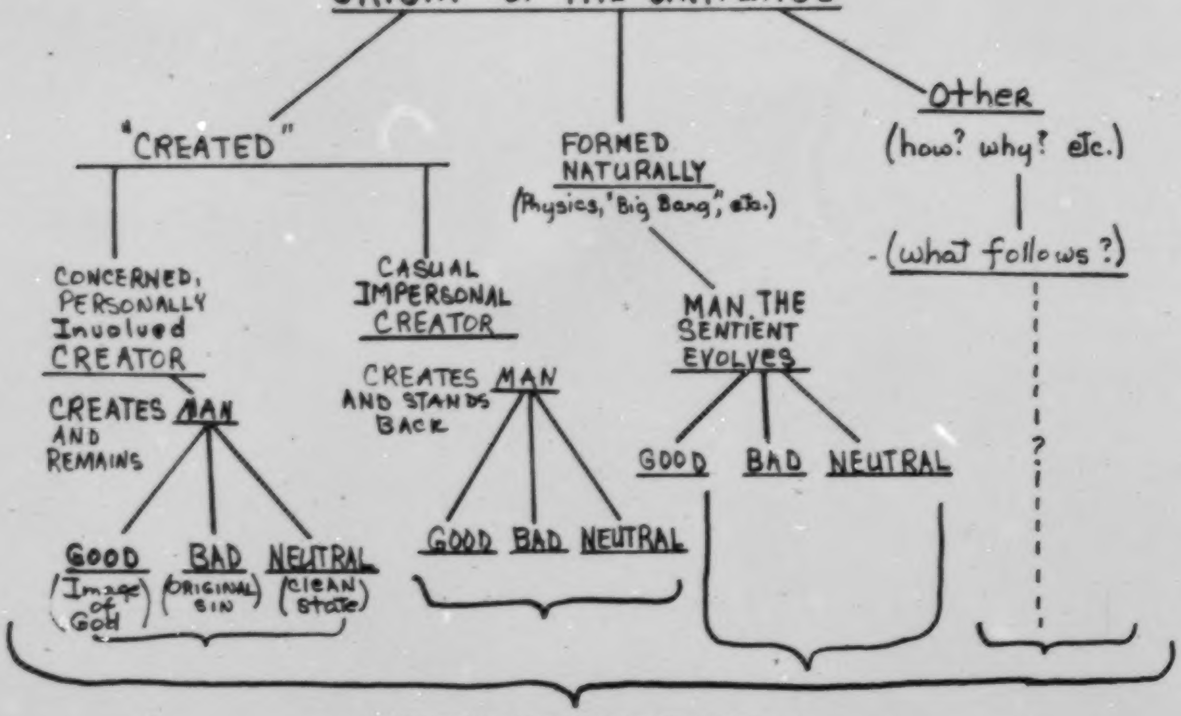
1. I am good*. (Period)
2. I am good because: (list)
3. I am good because I am better than you.

React to the following statement:
"If one thing is better than another, it follows that they are different, BUT - Just because two things are different, it does not follow that one is better than the other."

Do you agree or disagree and why?

"The choice of an occupation ranks in significance with the choice of a mate."

ORIGIN OF THE UNIVERSE *



THOUGHT AND DISCUSSION QUESTIONS:

1) How does man stand, then, in relation to:
   a) the Universe?
   b) the Creator? (a creator)? (creation)?
   c) other men? (society)

2) What, then, are Good and Evil?
3) What, then, is the PURPOSE of the life of a sentient man?
4) What (who) else in the universe is sentient?
5) What happens after death?
6) If God is good, how can he permit evil?
7) How does one's "place" on this chart affect his attitudes towards: LOVE, WAR, RELIGION, DUTY, HAPPINESS, ETC.?
8) Evil, ugliness, sin, and war are necessary if we are to experience and know good, beauty, innocence, peace.
9) The above topic (#8) is an example of Yin-Yang.
10) Continuing discussion topics are endless!

---

* Discussion - What relationship, if any do your answers have with the pages dealing with "Origin of the Universe"?

VALUE SURVEY

Arrange these in order of their importance to YOU as guiding principles in YOUR life. Place a 1 by the most important, 2 by the second most important and on up to 18. Compare your ranking with that of your friends.

________ A comfortable Life (a prosperous life)

________ Equality (brotherhood, equality of opportunity for all)

________ An exciting life (a stimulating, active life)

________ Family Security (taking care of loved ones)

________ Freedom (independence of choice)

________ Happiness (contentedness)

________ Inner Harmony (freedom from inner conflict)

________ Mature Love

________ National Security (protection from attack)

________ Pleasure (an enjoyable, leisurely life)

________ Salvation (deliverance from sin, eternal life)

________ Self-Respect (self esteem)

________ A sense of Accomplishment (making a lasting contribution)

________ Social Recognition (respect, admiration)

________ True Friendship (close companionship)

________ Wisdom (a mature understanding of life)

________ A World at Peace (freedom from war and conflict)

________ A World of Beauty (beauty of nature and the arts)

CHARACTERISTICS

Rank them in order 1 is the best or most important and on up to the least important.

________ AMBITIOUS (hard working, aspiring)

________ BROADMINDED (open minded)

________ CAPABLE (competent, effective)

________ CHEERFUL (lighthearted, joyful)

________ CLEAN (neat, tidy)

________ COURAGEOUS (standing up for your beliefs)

________ FORGIVING (willing to pardon others)

________ HELPFUL (working for the welfare of others)

________ HONEST (sincere, truthful)

________ IMAGINATIVE (daring, creative)

________ INDEPENDENT (self-reliant, self-sufficient)

________ INTELLECTUAL (intelligent, reflective)

________ LOGICAL (consistent, rational)

________ LOVING (affectionate, tender)

________ OBEDIENT (dutiful, respectful)

________ POLITE (courteous, well-mannered)

________ SELF-CONTROLLED (restrained, self-disciplined)

TRADITIONAL AMERICAN VALUES WORKSHEET

Instructions: Place a check (✓) in front of those values which correspond to your own, and place an "X" in front of those which you personally reject. Then go back and rank-order the three values which you hold most strongly, by placing the number 1 beside your preeminent value, 2 by the second most strongly held, etc. Rank-order the three which you reject most strongly in a similar way: place 1 beside the value you reject most strongly, etc.

It is valuable to:

________ Get ahead.

________ Be honest.

________ Participate in government.

________ Work hard.

________ Be clean.

________ Honor one's parents.

________ Be loyal to your country.

________ Live.

________ Be free.

________ Pursue happiness.

________ Accrue goods and wealth.

________ Become educated.

________ Be religious.

________ Know the right people

________ Live in the right places.

________ Be productive.

________ Help your fellow man.

________ Be tolerant.

________ Explore.

________ Win.

________ Look out for yourself.

________ Obey the law.

________ Influence other countries to become democratic.

________ Be partisan.

________ Know your heritage.

________ Build things.

________ Save time.

________ Find a better way.

________ Be proud of your city, state, section.

________ Adjust to the prevailing social norms.

________ To stand up for what you think is right.

VALUES

1. It must be chosen freely.
2. It must be chosen from alternatives.
3. The effects of the various alternatives must be considered.
4. It must be acted upon by the person.
5. It must be acted on repeatedly.
6. It must help the person achieve his potential.
7. It must be publicly affirmed by the person.

Question: Do all seven statements apply to your values?

Question: Do you agree or disagree with the following statements:

1) Work values are a part of one's personal value system.
2) The choice of an occupation (or of a career) is a choice of lifestyles.

TRANSACTIONAL ANALYSIS (Winning With People)

Jongeward & James

THE TRANSACTION PEOPLE USE

Do you know people who when they talk to others seem to be on the same wavelength?

Do you know people who when they talk to others seem to shut off the conversation?

Do you know people who do not talk straight, who say one thing but mean another?

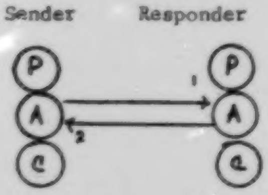
If so, you have observed the three basic types of transactions that occur whenever, two or more people are together. These transactions are complementary, crossed, and ulterior.

Anything that happens between people involves a stimulus and a response. These are interpersonal transactions and occur between one or more ego states of one person and one or more ego states of another. For example, the stimulus may be sent from the Child in one to the Child in another, from the Adult in another, from the Child in one to the Parent in another, and so on.

SOME TRANSACTIONS ARE COMPLEMENTARY

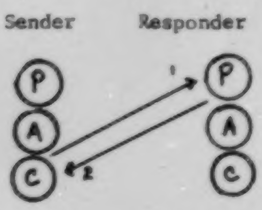
A complementary transaction occurs when a message, sent from one ego state, gets the expected response from a specific ego state in the other person. In this case the lines of communication are open.

For example:



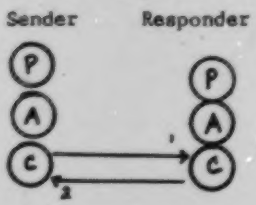
1. "Do you know where the Simpson report is?"
2. "It seems to be temporarily misplaced. I have a tracer out on it."

The same initial question can be asked with a minor change of words, and different gestures, facial expression, tone of voice, etc., and elicit a different response. For example, a stimulus originating in one person's Child ego state frequently brings out the Parent ego state in another.



1. (With a worried look) "Do you know where the Simpson report is?"
2. (Sympathetically) "Now don't you worry. I have a tracer out on it right now."

Or it may activate the Child in another:



1. (Angrily kicking the leg of the desk) "Do you know where that damn Simpson report is?"
2. "I've spent an hour looking for that blasted thing, too. Sure is maddening."

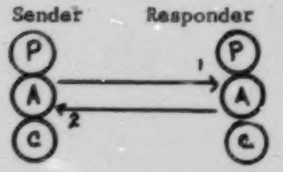
If a verbal message is to be completely understood, both the sender and the receiver must take into consideration the nonverbal aspects as well as the spoken words. Gestures, facial expressions, body posture, tone of voice, and so forth, all contribute to the meaning in every transaction, and lines of communication remain open if the the response is an expected one.

To understand another person's meaning is to enhance relationships. Understanding lifts morale and contributes to the kind of atmosphere where work and family relations can be more pleasurable.

Note to leader: Slides showing a situation--facial expressions, postures, gestures, etc.--could be developed to complement this exercise.

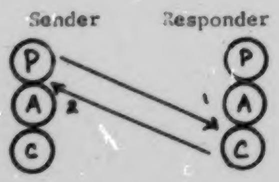
EXERCISE 1. ANALYZING COMPLEMENTARY TRANSACTIONS

Develop dialogue that fits the following diagrams. Describe the behavior if necessary for clarification. Use illustrations from your organization, classroom, or family.



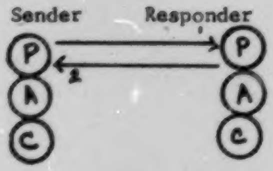
1.

2.



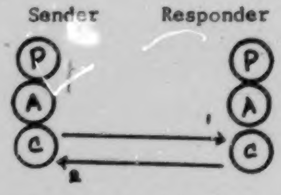
1.

2.



1.

2.



1.

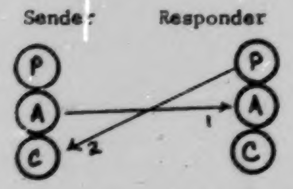
2.

Note to leader: Slides showing a situation -- facial expressions, postures, gestures, etc. -- could be developed to complement this exercise.

SOME TRANSACTIONS ARE CROSSED

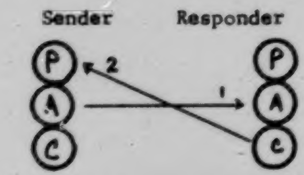
Crossed transactions are a frequent source of resentment between people. When two people stand glaring at each other, turn their backs on each other, are unwilling to continue transacting, or are puzzled by what has just occurred between them, it is likely that they have just experienced a crossed transaction.

For example:



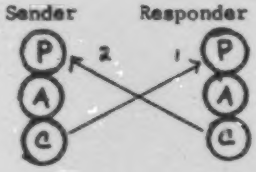
1. "Do you know where the dictionary is?"

2. (Critically) "It's right where you left it. Can't you remember anything?"



1. "Do you know where the dictionary is?"

2. (Whining) "Why ask me? I never use that thing."



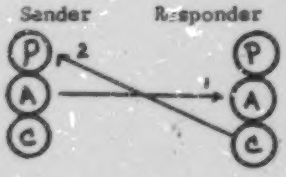
1. "Please help me find the dictionary. I'm so tired."

2. "Well, I'm tired, too. I was out late last night."

Crossed transactions occur whenever an unexpected response is made to the situations. An ego state is activated unexpectedly and the lines of transacting between the people are crossed. At this point, people tend to withdraw, turn away from each other, or switch the conversation in another direction.

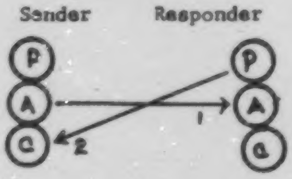
EXERCISE 2. ANALYZING CROSSED TRANSACTIONS

Develop dialogue that fits the following crossed diagrams. Describe behavior if necessary for clarification. Use illustrations from your organization, classroom, or family.



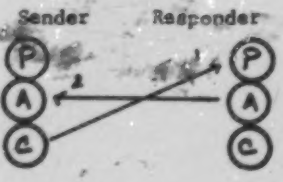
1.

2.



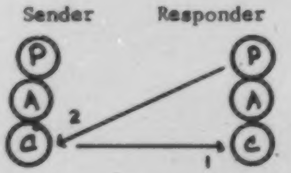
1.

2.



1.

2.



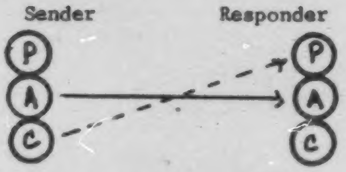
1.

2.

SOME TRANSACTIONS ARE ULTERIOR

Ulterior transactions occur on the job, at home, and when shopping, as well as when attending social functions. Ulterior transactions have a hidden agenda. The hidden agenda is like a double message. This ulterior message is more important to the sender and to the receiver than are the overt, verbal transactions. (Ulterior transactions are diagramed with a dotted line.)

If a car salesman says to his customer with a leer, "This is our finest sports car, but it may be too racy for you," he is sending a message that can be heard either by the customer's Adult ego state or by his Child ego state (see the figure below.) If the customer's Adult hears, he may respond, "Yes, you're right, considering the requirements of my job." If his Child responds, he may say, "I'll take it.



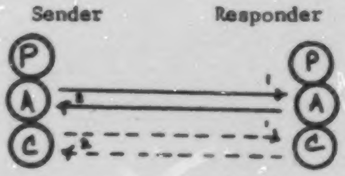
Other ulterior messages may be sent by:

A child who suddenly limps, trying to get out of running an errand for his mother, is sending the message "I'm too helpless to walk to the store."

Or a person who looks downcast, refuses to speak, and sighs deeply, saying, "You don't really love me or you'd finish this work."

Ulterior messages are the heart of all psychological games (games will be discussed more fully in a later unit.) For example, if a woman plays a game of Rapo, she baits a man with sexy behavior (Child to Child ulterior), perhaps while they are discussing a recent news item (plausible Adult to adult transaction), then cuts him down when he reaches for the bait. Her ulterior message is "I'm available," even though she has no intention of being available. Instead she wants to prove an early childhood decision, "Men are not-OK."

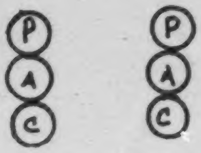
A similar ulterior transaction occurs when a man "butters up" a woman and then drops her cold when she responds.



EXERCISE 3. ANALYZING ULTERIOR TRANSACTIONS

Study the entire message in the following two illustrations. Diagram the surface transaction and the ulterior transaction.

Stimulus	Response
1. "Here's that report."	3. "Thank you."
2. Ulterior transaction: wiggles hips, meaning "See how sexy I' am."	4. Ulterior transaction: stares with appreciation, meaning "I'm interested."



Stimulus	Response
1. "Sorry this is late."	3. "It's too late to be graded."
2. Ulterior transaction: sighs, meaning "Kick me. I'm bad."	4. Ulterior transaction: frowns, meaning "OK, here's your kick."

EXERCISE 4. TRANSACTIONAL RESPONSES

Design possible ego state responses to these situations.

Situation 1

A co-worker comes to work blurry-eyed and tired.

Parent ______________________________

Adult ______________________________

Child ______________________________

Which of the above transactions are complementary? Which are crossed? Which are ulterior?

Situation 2

You are given a deadline to meet that is extremely demanding and difficult.

Parent ______________________________

Adult ______________________________

____

Child ____

____

____

Which of the above transactions are complementary? Which are crossed? Which are ulterior?

Situation 3

Someone else has made an error and you are calling attention to it.

Parent ____

____

____

Adult ____

____

____

Child ____

____

____

Situation 4

Now work in small groups to design important communication problems and situations in your particular organization. Then develop possible Parent, Adult, and Child responses to each of these situations. (You may wish to take each situation in turn and group participants in Group 1 - Parent, Group 2 - Adult, Group 3 - Child. Switch group ego status when you move on to the next situation).

Situation

____

____

Possible ego state responses

P ____

____

A ____

____

C ____

____

EXERCISE 5. MULTIPLE-CHOICE RESPONSES

To do this exercise check the response that is nearest to the way you would react. Try to work quickly, giving your initial response.

Situation 1

You are planning a new business venture but the planning is not yet complete. A co-worker, speaking from his Parent ego state, asks "What's going on here?" You would:

________ 1. Tell him all about it.

________ 2. Ask him why he wants to know.

________ 3. Change the subject.

________ 4. Tell him you're thinking of making a change but have not completed your plans.

________ 5. Wink or give him a sly look.

________ 6. (Other) ______________________________

Situation 2

Your superior issues instructions loudly while frowning and banging on his desk as his father used to do. The instructions, if followed, will result in the company's losing money. You would:

________ 1. Do what he says and not say anything.

________ 2. Tell him he's wrong but you'll do it.

________ 3. Do what he says and tell others about his error in judgment.

________ 4. Explain why the loss will result.

________ 5. Argue with him.

________ 6. (Other) ______________________________

Situation 3

Someone with less seniority who's always fooling around gets the promotion you were working for. You would:

________ 1. Talk to the boss about it.

________ 2. Complain to your other co-workers.

________ 3. Feel depressed but stay silent.

________ 4. Be angry about it and take out your anger on someone at home.

________ 5. Start to avoid the person who gets the promotion.

________ 6. (Other) ____

Situation 4

You have an important date for the evening, then someone in your office takes off with an unexpected illness. The boss has no other alternative but to ask you to stay late and complete the extra work. You would:

________ 1. Object strongly and refuse to do it.

________ 2. Object strongly, then say you'll do it.

________ 3. Comply silently.

________ 4. Feel sorry for yourself and look downcast.

________ 5. Cancel your date because you were "glad to help out."

________ 6. (Other) ____

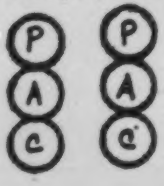
Now look back at the responses you checked.

1. Draw two sets of three circles beside each situation. Label them Parent, Adult, and Child.
2. Draw lines indicating which ego state the stimulus came from in each situation.
3. Next draw lines showing your responses.
4. How many of your responses were complementary? ____________________

   crossed? ____________________ ulterior? ____________________

EXERCISE 6. DESIGNING YOUR OWN TRANSACTIONS

Working with your group, design four complementary transactions that are common to your everyday life.



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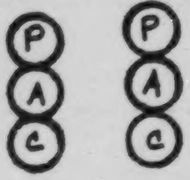

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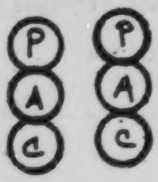

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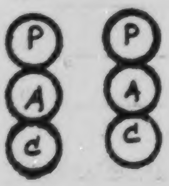

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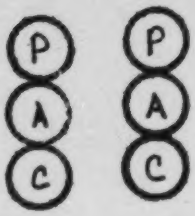
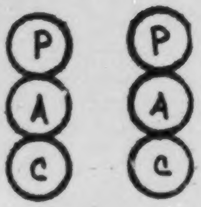
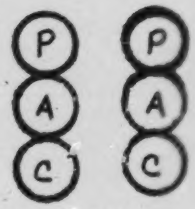
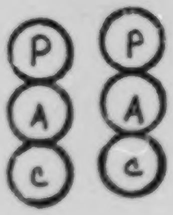
Working with your group, design for crossed transactions that are common to your everyday life.









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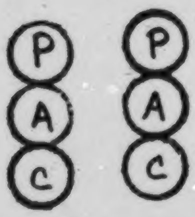
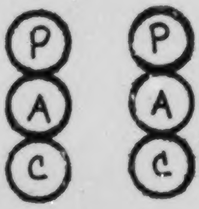
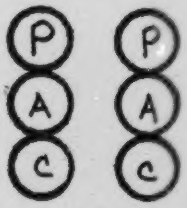
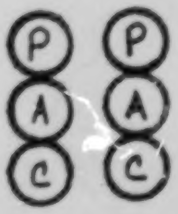
Working with your group, design four ulterior transactions that are common to your everyday life.









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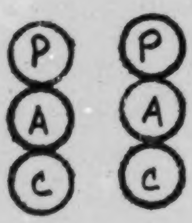
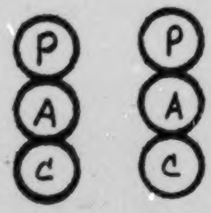
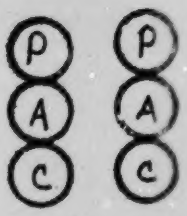
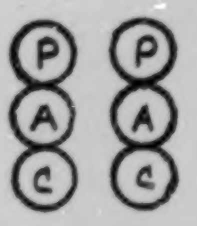
Working with your gr up, design four ulterior transactions that are common to your everyday life.









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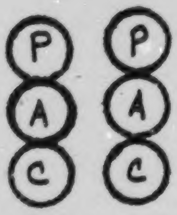
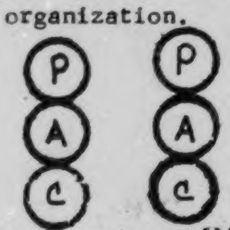
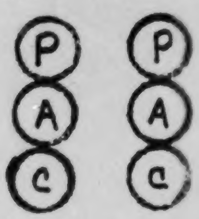
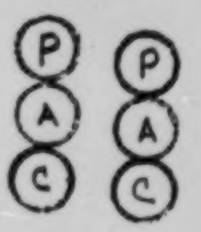
EXTRA TRANSACTIONAL DIAGRAMS

These pages are for your convenience for further exploration of typical transactions in your organization.









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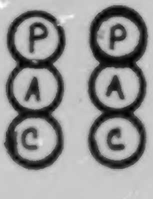

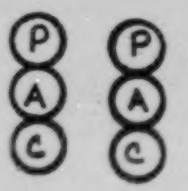

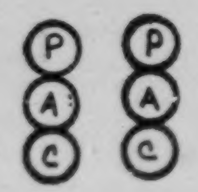

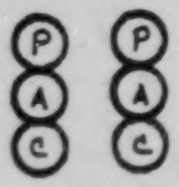

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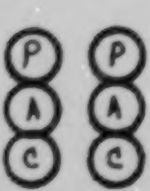

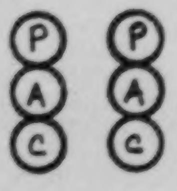

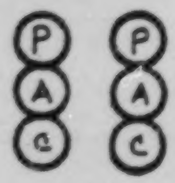

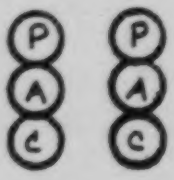

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STROKES AND THE PSYCHOLOGICAL TRADING STAMPS PEOPLE COLLECT

Do you know someone who holds resentments and then blows up at a slight provocation?

Do you know someone who rejects compliments when they're given?

Do you know someone who shows appreciation and is a pleasure to be around?

If you do, you have observed people giving and receiving positive, negative, and counterfeit strokes (any form of touch or recognition) which later result in psychological trading stamp collections (a collection of good and/or bad feelings).

Every person has the need to be touched and to be recognized by other people. These are biological and psychological needs which can be thought of as "hungers." The hungers for touch and recognition can be appeased with strokes which are "any act implying recognition of another's presence." (1) Strokes can be given in the form of actual physical touch or by some symbolic form of recognition such as a look, a word, a gesture, or any act that says "I know you're there."

PEOPLE NEED STROKES TO SURVIVE

Infants will not grow normally without the touch of others. Something about being touched stimulates an infant's chemistry for mental and physical growth. Among transactional analysts there is a saying, "If the infant is not stroked, his spinal cord shrivels up." (2) Infants who are neglected, ignored, or for any reason do not experience enough touch suffer mental and physical deterioration even to the point of death.

As a child grows older, the early primary hunger for actual physical touch is modified and becomes recognition hunger. A smile, a nod, a word, a frown, a gesture begin to substitute for some touch strokes. Like touch, these forms of recognition whether positive or negative, stimulate the brain of the one receiving them and serve to verify for him the fact that he is there and alive. Recognition strokes also keep his nervous system from "shriveling."

While either negative or positive strokes may stimulate an infant's body chemistry, it takes positive strokes to develop emotionally healthy persons with a sense of OKness. The lack of sufficient strokes always has a detrimental effect on people.

Positive strokes range in value from the minimal maintenance of a "hello" to the depth encounter of intimacy. If the stroking is authentic, honestly jibes with the facts, and is not overdone, it nourishes a person. In such a case the person receiving the strokes collects a "good" feeling (a gold stamp).

Positive strokes leave the person feeling good, alive, alert, and significant. At a greater depth they enhance the individual's sense of well-being, endorse his intelligence, and are often pleasurable. The feelings beneath positive strokes are feelings of goodwill and convey the "I'm OK, You're OK" position.

Stroke hunger can be strongly felt anywhere, even on the job. In an industrial situation a supervisor complained that one of his lab workers was spending too much time at the water cooler leaving his isolated lab every hour looking for someone to talk to. The supervisor, after being trained in TA, made it a practice to poke his head in the lab at intervals for a brief friendly conversation with this worker. The trips into the hallway diminished considerably. As this supervisor discovered, the varying human needs for recognition confront anyone who works with people. Effective managers are often those who are able to touch and recognize others appropriately.

THE GAMES PEOPLE PLAY

Do you know someone who often gets picked on?

Do you know someone who often does the picking?

Do you know someone who often tries to intervene?

If you do, then you have observed the basic roles of Victim, Persecutor, and Rescuer (1) being played in psychological games.

People play psychological games with one another that have maneuvers similar to games like monopoly, bridge, or checkers that people play at social gatherings. In any game the players must know the game in order to play--after all, if one person enters a card party ready to play bridge, and everyone else is playing pinochle, he can't very well play bridge.

PSYCHOLOGICAL GAMES HAVE NEGATIVE PAYOFFS

People play psychological games--often in an unaware way--and tend to choose as spouse, friends, and even business associates those people who will play the role opposite their own. Although there are many different games, in each one there are three basic elements:

1. A series of complementary transactions which on the surface seem plausible.
2. An ulterior transaction which is the hidden agenda.
3. A negative payoff which concludes the game and is the real purpose for playing.

Games tend to be repetitious. People find themselves saying the same words in the same way, only the time and place may change. Perhaps the replay contributes to what is often described as "I feel as if I've done this before."

People play games with different degrees of intensity--from the socially accepted relaxed level, such as flirting with a gentle brushoff at a cocktail party, to the criminal homicide/suicide level, such as criminal assault and rape. Games are like short scenes in a life drama.

IT TAKES MORE THAN ONE TO PLAY A GAME

Even as some people have favorite ego states, they also have a favorite game role. Games may involve either two or three of the dramatic roles of Victim, Persecutor, and Rescuer--the manipulative roles learned in childhood. Games played from the Persecutor or Rescuer roles serve to reinforce a negative position about others--You're not-OK (you need to be punished or rescued). Games from the Victim role serve to reinforce a negative position about oneself--I'm not-OK (I need you to punish me or rescue me).

Each game has its roles, its number of players, its level of intensity, its length, and its ulterior message which is a put-down to oneself or others. Each game has its own dramatic style and he can played in different settings.

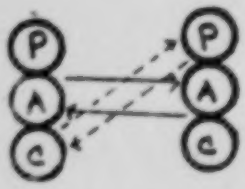
Games prevent honest, intimate, and open relationships between the players. Yet people play them because they fill up time, provoke attention, provide a way of getting and giving strokes, reinforce early opinions about self and others, and fulfill a sense of identity and destiny which is characteristic of a psychological script.

THE GAME OF YES, BUT

The game is likely to be Yes, But if the chairman in a business meeting presents a problem and then shoots down all suggestions. Or if a principal does the same with the teachers at a faculty meeting. Or if a person rejects the helpful suggestions solicited from friends. A person who plays Yes, But does so to maintain a position such as "nobody's going to tell me what to do" or "people are stupid." In childhood he had parents who tried to give him all the answers or who didn't give him any answers, so he took a stand against them (You're not- OK).

To initiate this game one player presents a problem in the guise of soliciting advice from one or more other players. If hooked, the other player advises "Why don't you ...?" The initiator discounts all suggestions with "Yes, but ...," followed by "reasons" why the advice won't work. Eventually the "why don't you" advice-givers give up and fall silent. This is the payoff of the game to prove the position "parents can't tell me anything" or "parents are stupid."

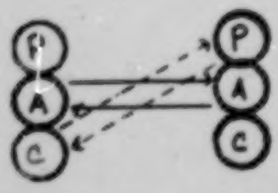
In this game the Child ego state "hooks" the Nurturing Parent in the other players. Although the transactions may appear to be Adult to Adult on the surface. ("I've got a problem. Tell me the answer"), the ulterior transaction is Child to Parent ("I've got a problem. Just try to tell me the answer, I won't let you"). Yes, but can be diagramed as follows:



Sender: "I've got a problem..." Responder: "Why don't you..."

THE GAME OF KICK ME

In a game of Kick Me the player does something to provoke another player to put him down.



Subordinate:	"I stayed up too late last night and didn't make the sale this morning." (ulterior: I'm a bad boy, kick me.)
Boss:	"Sorry about that. This is the last day I can give a bonus for that sale." (ulterior: Yes, you are a bad boy and here is your kick.)

Though he may deny it, a person who is used to the game of Kick Me tends to attract others who can play the complementary hand and are willing to "kick" him.

THE GAME OF HARRIED

Harried is a common game acted out to justify an eventual collapse or depression. An executive who plays Harried says "Yes" to everything, volunteers to come early and work late, takes on weekend assignments and carries work home in a briefcase -- perhaps even studying it on the commuter bus. For a period of time he is able to act like superman, but eventually his appearance begins to reflect his harried state. He comes to work a bit disheveled, perhaps unshaven or with bloodshot eyes. He is unable to finish his work. His physical and mental health deteriorates. He collects and saves so many feelings of depression that he finally collapses, so depressed he is unable to function.

Other variations of this game are Harried Housewife, Harried School Teacher, Harried Student, Harried Waitress, Harried Bank Teller, etc.

THE GAME OF SEE WHAT YOU MADE ME DO

A game which is sometimes played to collect anger stamps is See What You Made Me Do. This game is played in the office if a typist makes a mistake while the supervisor is watching from behind. Rather than taking responsibility for the error, the typist turns to the supervisor and angrily says, See What You Made Me Do!, thus collecting an anger stamp by blaming someone else for the mistake. If this happens often enough, the supervisor may collect fear or guilt stamps and leave the typist alone. In this way the purpose of the game is fulfilled--isolation. Another See What You Made Me Do player may collect feelings of purity instead of anger, "After all, it's not my fault. It's your fault I made my mistake. I'm pure."

THE GAME OF LUNCH BAG

Lunch Bag is a favorite game of executives who are purity and self-righteousness stamp collectors. When an executive plays this game, he uses his self-righteous position to manipulate and control others. For example, he brings his lunch of last night's leftovers in a paper bag and makes an issue of eating at his desk while others go out for lunch.

In such a case the executive wards off the "frivolous" demands of others. His ulterior message is "If a big man like me can be this frugal, so can you." By collecting so much self-righteousness and humility, he makes others feel too guilty or too fearful to approach him with their demands.

THE GAME OF STUPID

A game which may be played to collect gray or brown stamps is **Stupid**. This is played when a secretary "accidentally" puts a letter in a bottom drawer, then later when it's rediscovered makes a fuss, complaining, "How could I have done such a stupid thing! This was that letter that you wanted in Washington, D.C. last month."

> Note to leader: The purpose of the exercises on scripts is not to do an in-depth personal survey but to begin to understand how scripts are formed and how scripts are acted out.

EXERCISE 1. PARENTAL SCRIPT MESSAGES

What messages might parents say (actual words vs. implications) about:

doing work ______________________

____

____

getting educated __________________

____

____

being religious ___________________

____

____

achieving success _________________

____

____

having brains ____________________

____

____

being good looking or ugly __________

____

____

being graceful or clumsy ___________

____

____

using money _____________________

____

____

being a man _____________________

____

____

being a woman ___________________

____

____

being good or bad ________________

____

____

developing talents _______________

____

____

enjoying your body _______________

____

____

being an achiever or a nonachiever ____

____

____

____

SCRIPTS ARE RELATED TO LIFE POSITIONS

Everyone was once a child and everyone develops a concept about his own worth by the time he is six years old. Everyone also formulates ideas about the worth of others. He does this by crystallizing his experiences and making decisions about what life means to him, what parts he is going to play, and how he is going to act out the parts in his life script. These are his days of decision (3) -- the time when he commits himself to acting in certain ways which become part of his character. Decisions made very early in life about self and others may be quite unrealistic, although they seem logical and make sense to a child at the time he makes them.

For example, if a child is ridiculed and frequently called stupid, he can decide by the time he is four years old that he is stupid and other people know it all. He will begin to develop his role and to act that way. He bases his life script on the position "I'm not--OK" but "You (meaning other people) are OK." When he goes to school, he may fail, feeling he can't do anything right and has no brains.

As he grows older, he will further fulfill his own prophecy by acting out his psychological positions on his job and in his personal life. He often makes mistakes for which he is reprimanded. Thus he feels stupid, again maintaining his own status-quo.

Any person's script will be related to three basic questions: Who am I? What am I doing here? Who are all those other people? (4)

Decisions are the basis for life positions. These positions, even if negative, are crystallized, often subconsciously, into script roles. For example, a person who has a gut-level feeling of I'm not--OK and You're OK may say to a co-worker, or a spouse or a friend, "Gee, you seem to be able to do everything right the first time. Look at me. I still can't do it well," or (whining), "Why do things like this always happen to me? You never seem to have this kind of trouble," or, "I'm so stupid! How can you stand to put up with me?"

When taking positions about themselves, people may conclude:

I do many things right.
    I do everything wrong.

I don't deserve to live.
    I'm as good as anybody else.

I can't think for myself.
    I have a good head on my shoulders.

When taking positions about others, a person may conclude:

People are wonderful.
    People are no good.

People will help me.
    People are out to get me.

People can't be trusted.
    People are basically honest.

The above positions can be generalized: "I'm OK" or "I'm not-OK," and "You're OK" or "You're not-OK." They fit together to form the four basic life positions (5).

The First Position: I'm OK, You're OK

is potentially a mentally healthy position. If realistic, a person with this position about himself and others can solve his problems constructively. His expectations are likely to be valid. He accepts the significance of people.

The Second or Projective Position: I'm OK, You're not-OK

is the position of persons who victimized or persecuted. They blame others for their miseries. Delinquents and criminals often have this position and take on paranoid behavior which in extreme cases may lead to homicide.

The Third or Introjective Position: I'm not-OK, You're OK

is common position of persons who feel powerless when they compare themselves to others. This position leads them to withdraw, to experience depression, and, in severe cases, to become suicidal.

The Fourth or Futility Position: I'm not-OK, You're not-OK

is the position of those who lose interest in living, who exhibit schizoid behavior, and, in extreme cases, commit suicide and/or homicide.

EXERCISE 2. LIFE POSITIONS AS A CHILD

Discuss in small groups how a child might take his life positions. Write below what kinds of experiences in his first eight years might lead him to decide:

I'm OK and You're OK ______________________________
____
____
____
____

I'm OK and You're not-OK ___________________________
____
____
____
____

I'm not-OK and You're OK ___________________________
____
____

I'm not-OK and You're not-OK

EXERCISE 3. LIFE POSITIONS AND LATER BEHAVIOR

Discuss in small groups how a grown-up might act out his life positions taken in childhood.

I'm OK and You're OK

I'm OK and You're not-OK

I'm not-OK and You're OK

I'm not-OK and You're not-OK

Note to leader: This exercise can be lengthy. Select only those parts relevent to your group and suitable for the time. You may want to divide up parts.

EXERCISE 4. LIFE POSITIONS CHART

Consider each of the life positions in terms of how a person such as a manager, teacher, spouse, student, co-worker, etc. would behave.

	I'm not-OK You're OK	I'm OK You're not-OK	I'm not-OK You're not-OK	I'm OK You're OK
List three adjectives that describe this person				
Role most frequently played (Victim, Rescuer, and/or Persecutor)				
Feelings most likely to have (depression, anger, guilt)				
Approach to handling conflict				
Ways of giving compliments				
Ways of receiving compliments				

Note to leader: The first part of this exercise is on individual fantasy experience. It can be followed by group discussion.

EXERCISE 5. CULTURAL AND FAMILY SCRIPTING

Imagine yourself moving back in time. What were your ancestors like 75 years ago or 150 years ago?

Does your cultural heritage affect you in any way today (i.e., in your sexual roles, work, educational aspirations)?

Think of at least one thing you do now that is culturally determined.

Think of the dramatic patterns in the family you grew up in. Are you repeating any of them now? What have you changed?

> Note to leader: Exercises 6 and 7 are personal. They may be used for homework if class discussion is inappropriate.

EXERCISE 6. YOUR OPINION OF YOURSELF

Were you told you were just like your father? mother? black-sheep uncle? brother? sister? or whom?

____

____

Were you compared to anyone? ____________________________

If so, in what ways?

____

____

Say in a sentence what you imagine each of your parent figures thought of you when you were a child.

____

____

What do you think of yourself now?

____

____

If your current self-appraisal related in any way to your parents' opinion of you as a child?

____

____

EXERCISE 7. YOUR LIFE DRAMA

Find a quiet place where you can sit down and not be interrupted. Close your eyes. Project your life drama on an imaginary screen in front of you. Watch it from its beginning up to the present moment. Take your time. After your experience, consider:

Is it a comedy, a farce, a saga, a soap opera, a melodrama, a tragedy, or what?

Does your play have a script theme? If so, is it success-oriented or failure-oriented? constructive, destructive, or nonproductive?

Imagine the audience watching your play. Do they applaud, cry, boo, laugh, go to sleep, want their money back, or what?

Now ask yourself, "Was I ever told how I would end up?"

If so, are you living up to this expectation?

How do you think people like yourself actually do end up?

MAKE YOUR OWN BAG: SYMBOLIC SELF-DISCLOSURE

Goals:

I. To raise levels of trust and openness in a group.
II. To make group members aware of themselves and others as persons.

Group Size:

Up to twelve; the exercise is most effective in groups of eight or fewer. Here a group of twelve is used.

Time Required:

Approximately one hour and forty-five minutes.

Materials:

I. Paper lunch bags.
II. Scissors for each member.
III. Glue
IV. Many colorful magazines.
V. Small objects from out-of-doors (like leaves), if available.
VI. Crayons.

Physical Setting:

A room large enough for each group member to isolate himself from the others by a few feet.

Process:

I. The facilitator explains the rules of bag-making. They are:

   A. On the outside of the bag, express in a montage, using these materials, how you believe that others see you.

   B. On the inside of the bag, express in a montage, using these materials, how you feel you really are.

   C. Do this without help from others.

   D. No one has to share the inside of his bag.

II. The facilitator tells the members to move off by themselves to make their bags. The facilitator announces a twenty-minute time limit on this portion of the exercise. (He may have to extend the time if the participants are still working).

III. When everyone has finished, the facilitator tells the group to form dyads, and then to share as much of their bags as they feel comfortable in doing with their partners.

IV. When this process is finished, the facilitator tells each dyad to choose another dyad with whom they are to share their bags.

V. When the quartets are finished, the facilitator tells the group that one quartet must split, in order to form two sextets in which to repeat the process of sharing bags.

VI. The facilitator brings the sextets together into the large group to lead them in a discussion of how they felt, any notable experiences they had, and how they feel now. He helps them analyze what happened, to generalize from it.

Often the large group will decide to share their bags, but this is not necessary for the exercise to succeed. The rules of bag-making can be changed to fit the pattern of the training event. For example, instead of the illustration above, the facilitator can use (1) Those aspects of you which you find easy to reveal/those aspects of you which find difficult to reveal, or (2) How you see yourself now/how you see yourself ten years from now, etc.

LEAD QUESTIONNAIRE

Russell Dore

This is a survey of how you feel about some different methods of leadership. In each of the 60 questions below there are two statements of things a leader can do or ways he can act. For each question, mark your answer sheet (1 or 2) for the statement that you feel is the more important way for a leader to behave. Sometimes you may feel that both alternatives are unimportant for a leader; in that case you should still choose the statement you think is more important.

You will quickly notice that there are no right or wrong answers; we are interested only in your opinions.

Don't spend too much time on any particular item. Your first impressions are usually best.

It is important for a leader:

1. (1) To make decisions independently of the group.
   (2) To really be a part of his work group.

2. (1) To let workers take time out from the monotony when they wish.
   (2) To allow workers to make decisions only when given explicit authority by the leader.

3. (1) To take an interest in the worker as a person.
   (2) To maintain definite standards of performance.

4. (1) To have his workers do their work the way they think is best.
   (2) To rule with a firm hand.

5. (1) To make decisions independently of the group.
   (2) To be proud of his work group.

6. (1) To decide in detail how the work shall be done by the workers.
   (2) To let workers make decisions whenever they feel competent.

7. (1) To have the loyalty of his workers.
(2) To maintain definite standards of performance.

8. (1) To act as he thinks best regardless of the views of his workers.
(2) To stress being ahead of competing work groups.

9. (1) To make it clear that he is the leader of the group.
(2) To have workers settle by themselves most of the problems they meet on the job.

10. (1) To have his group meet together to set group goals.
(2) To prefer workers who work well alone.

11. (1) To have the workers settle by themselves most problems they meet on the job.
(2) To have scheduled rest periods.

12. (1) To discourage talking between workers on the job.
(2) To feel like "one of them" in the work group.

13. (1) To give detailed instructions on just the way to do each job.
(2) To let workers take time out from the monotony occasionally.

14. (1) To have his workers do their work the way they think is best.
(2) To assign responsibilities and duties daily in the form of specific tasks.

15. (1) To have his workers take pride in their work group's accomplishments.
(2) To discourage talking between workers on the job.

16. (1) To do the important jobs himself.
(2) To have workers take their rest periods when they wish.

17. (1) To see that people are working up to capacity.
(2) To have the confidence of his workers.

18. (1) To set up all projects himself.
(2) To let his workers make all routine daily decisions.

19. (1) To feel he belongs in his group.
(2) To reward the good worker.

20. (1) To have his workers do the work the way they think is best.
(2) To have the worker dependent upon him.

21. (1) To get the work done on time.
(2) To be friendly toward his workers.

22. (1) To act as he thinks best, regardless of the views of his workers.
(2) To be proud of his work group.

23. (1) To give the workers the power to act independently of him.
(2) To assign workers to particular tasks.

24. (1) To speak in a manner not to be questioned.
(2) To create a pleasant work atmosphere.

25. (1) To see that the group produces.
(2) To let the workers decide how to do each task.

26. (1) To do the important jobs himself.
(2) To let the workers decide how to do each task.

27. (1) To get his men to work together.
    (2) To draw a line between himself and the work group.

28. (1) To approve each task before permitting the worker to start another.
    (2) To let workers make decisions when they feel competent.

29. (1) To go back on a decision if one of the workers shows him where he was wrong.
    (2) To emphasize getting the work done.

30. (1) To set up all projects himself.
    (2) To leave it up to each worker to take his share of the work and get it done.

31. (1) To be an authority in the type of work the group does.
    (2) To explain in detail the reasons for changes.

32. (1) To call the group together to discuss the work.
    (2) To work right alongside the workers.

33. (1) To pitch right in with the workers.
    (2) To plan the work carefully.

34. (1) To be the most skillful member of the group.
    (2) To meet regularly with the workers to consider proposed changes.

35. (1) To teach his workers new things.
    (2) To work along with the men as much as possible.

36. (1) To spend a great deal of time in scheduling the work of the group.
    (2) To make prompt, firm decisions.

37. (1) To explain carefully each worker's duties to him.
    (2) To spend some of his time helping get the work done.

38. (1) To spend considerable time planning the work of his men.
    (2) To be respected as a man of high technical skill in the field.

39. (1) To work hard himself.
    (2) To schedule the work of the men carefully.

40. (1) To be an authority in the type of work the group does.
    (2) To tell poor workers when their work isn't measuring up to what it should be.

41. (1) To do the same work as his men whenever time allows.
    (2) To plan how his men will do the job.

42. (1) To call the group together to discuss the work.
    (2) To attempt to make his work not too different from the work of his men.

43. (1) To be respected as a man of high technical skill in his field.
    (2) To spend over half his time in supervisory activities such as planning and scheduling.

44. (1) To be the most technically skilled member of the work group.
    (2) To explain the reason for changes.

45. (1) To let his workers know how they are doing on their jobs.
    (2) To spend some of his time helping get the work done.

46. (1) To make prompt decisions.
    (2) To spend a great deal of time organizing the work for the group.

47. (1) To pass along to his workers information from higher management.
(2) To help get the work done.

48. (1) To be known as a man of great technical skill in the field.
(2) To schedule the work to be done.

49. (1) To train his workers to do new things.
(2) To help get the work done in an emergency.

50. (1) To constantly organize new practices and procedures.
(2) To encourage one worker in the group to speak up for the men.

51. (1) To meet with the workers to consider proposed changes.
(2) To pitch right in with the workers to help make changes.

52. (1) To realize that a worker generally knows when he is a slacker without being told.
(2) To explain the responsibilities of each worker's job to him.

53. (1) To set an example by working hard himself.
(2) To spend a considerable percentage of his time planning.

54. (1) To be a respected authority in the type of work the group does.
(2) To pass along to his workers information from higher management.

55. (1) To have the worker find out the best job methods by experience.
(2) To meet with the workers to consider proposed changes.

56. (1) To explain the duties of each worker's job to him until he really understands them.
(2) To pitch right in with the workers.

57. (1) To plan his day's activities in considerable detail.
(2) To perform the same work as the workers whenever possible.

58. (1) To study new procedures that might apply to his job.
(2) To make his job similar to the jobs of his workers.

59. (1) To be known as a skillful trainer.
(2) To set an example by working hard himself.

60. (1) To work right along side his workers.
(2) To try out new ideas on the work group.

LEAD QUESTIONNAIRE
Answer Sheet

E ______________

Name ____ D ______________

Last First Middle Initial

Total ______________

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THE INVOLVEMENT INVENTORY

Richard Heslin and Brian Blake

Development. The Involvement Inventory is the outgrowth of the first author's curiosity about some differences between himself, his wife and his friends. The differences at first appeared to involve whether people approached life in an active or passive way. However, the differences became more complex when we looked carefully at the people and their orientations. Plato's three-fold view of people seemed to be relevant to the active-passive orientations. He described three kinds of men: philosophers, warriors, and the rest of us. His philosophers were concerned with intellect, his warriors with courage and will, and the rest with self-gratification. In current terminology these emphases are roughly analogous to cognition (ideas), motivation (getting things done), and emotions (feelings).

In order to measure these orientations, statements were written to indicate an active orientation regarding feelings and interpersonal involvement, i.e., an open, expressive, extroverted manner. Statements were also written to measure an active orientation toward objects and the material world, i.e., a task-accomplishing, project-completing set. Finally, statements were written that described a person who was very active in his approach to ideas and the pronouncements he hears from people, i.e., statements indicating an analytic, questioning, examining set.

Thus the Involvement Inventory is based on a philosophy that there are three important phenomena in life with which a person must interact: (1) people, (2) objects, and (3) ideas. The person's comfort and ability to cope with the experiences he has with these phenomena affect whether he is able to reach out to them, grasp them and use them, or is tentative in his approach to them, or even avoids encountering them. These may be thought of as phenomenological arenas in which he may expend whatever amount of energy he chooses in meeting the challenges which present themselves within the arenas.

In summary, the Involvement Inventory measures three characteristics of people:

(A) Affective, or feeling, involvement with people,

(B) Behaviorial involvement in accomplishing tasks, and

(C) Cognitive involvement with analyzing pronouncements encountered.

The ABC scales taken together represent a generally active involvement in and orientation toward life. A low scorer on the A scale tends to be affectively passive, emotionally controlled, and interpersonally cautious. A low scorer on the B scale tends to be a follower, finds it difficult to plan ahead, and finds doing projects distasteful. A person who scores low on the C scale tends to be accepting of information he receives, uninterested or unwilling to challenge information that comes to him, and willing to believe pronouncements of others.

The Involvement Inventory has been subjected to extensive testing and refinement. The present version of the instrument has been found to be reliable (A = 76. B = 78. C = 76. total = .78) and valid (e.g., compared to low scorers, high A scale scorers prefer spending spare time with friends, high B scale scorers are involved in far more activities, and high C scale scorers are more likely to reject parental religious and political views). The correlation among the scales is A-B .37, A-C .18, B-C .49, or an average of .34. These correlations indicate moderate overlap in content.

SCORING

The response categories are weighted as follows: Disagree=1; Unsure, probably disagree=2; Unsure, probably agree=3; and agree=4. For statements that are reversed items, agreement indicates low involvement; the weighting is: Disagree=4; Unsure, probably disagree=3; Unsure, probably agree=2; and Agree=1. Statements that are reverse weighted appear in the latter portion of each scale. (A scale=statements 1-39, B scale=statements 40-74, C scale=75-102). The totals of the three scales can be added together for the overall involvement score.

Uses of the Instrument. The Involvement Inventory can be used to explore issues of life style. A person can get some insight into (1) how much energy he is expending beyond meeting the maintenance needs of his life and job, (2) whether that energy is focused in one of three phenomenological arenas of life and (3) which one or two arenas are the focus of his energy and involvement.

The Involvement Inventory can be used to help a person generate a personal agenda for a workshop if he concludes that he is distributing his time and energy in a way that is not fruitful or if he feels that the way he copes with the three arenas is getting in his way at work or home. Participants in a workshop can be given this inventory on the first day. Scoring of their responses can be done by them or by clerical assistants. It is important that the participants get their scores relatively early so that they can use the information in the workshop. The facilitator may have the participants post their scores on the A, B, and C scales and on the total instrument using newsprint and felt-tipped markers. Make a group frequency distribution for each of the 4 scores using a chalkboard or newsprint. Have the members form into small groups (2-6 people) to interpret each other's score patterns and check out how the respondent sees his own scores. The instrument is also a useful device to teach the concepts of high and low involvement in each of the three arenas and in combinations of the three.

If the facilitator wishes to compare his group's scores with those of another group, the following norms are included as an example. The group illustrated was composed of 20 individuals functioning on some level as small group facilitators who were involved in a workshop in Montreal. Their backgrounds were fairly diverse and included industrial management, education, the clergy, and clinical psychology. Ages ranged from 25 to 55 years. The medians for this group were; A scale=116, B scale=100, and C scale=86. The median for the total equalled 300. For purposes of identifying significantly high or low scores, the middle fifty percent ranged from 107 to 122 for the A scale, 88 to 109 for the B scale, and 78 to 92 for the C scale. The total ranged between 289 and 320.

INVOLVEMENT INVENTORY

By: Richard Heslin and Brian Blake

Directions: Indicate your level of agreement with each statement by placing a check in the appropriate space on the answer sheet. Do not spend a lot of time on any one item. Respond with your initial reaction.

1. I like to get close to people.
2. I find it easy to express affection.
3. When I become angry, people know it.
4. When I am happy, I like to shout and whoop it up.
5. I am the kind of person who would shout a friend's name across a crowded room if I saw him come in the door.
6. I know I would stand up in a group and call a liar a liar.
7. I enjoy the shoulder to shoulder contact with other people in a crowded elevator.
8. The wise thing for a person to do is argue his case with a policeman who has pulled him over for speeding.
9. I like to flirt with someone I find attractive even if I'm not serious.
10. I am an expressive person.
11. I prefer dogs to cats.
12. I have struck up a conversation with another person while waiting for an elevator.
13. The thought of participating in one of these "sensitivity training" groups where people tell each other exactly how they feel really appeals to me.
14. If someone is driving down the street and sees a friend walking in the opposite direction, he should honk his horn and wave to him.
15. It is a thrill to walk into a party alone with a large group already there.
16. I like to dance the latest dances at a party.
17. If I am required to have continual close contact with someone who has irritating habits, I would bring them to his attention.
18. After I have been reading for sometime, I have to spend sometime talking with someone, otherwise I feel lonely.
19. If I were emotionally attached to someone, I could sing a song or say a poem to him (her).
20. I get nervous when people get personal with me.
21. I am able to hide my feelings when I feel sad or angry.
22. People consider me a serious person.
23. When I am angry, I become quiet.
24. I never am wholly relaxed with other people.
25. I wish I were more relaxed and free-wheeling in my dealing with my friends.
26. I have never spoken harshly to anyone.
27. If a friend of mine was concerned about something that he was embarrassed to speak about, I would probably let him work it out himself.
28. I become embarrassed when the topic of conversation touches on something the other person wants to avoid.
29. If someone challenged something I said in a decidedly hostile manner, I would probably break off the conversation at the first convenient opportunity.
30. It is best to forget an unpleasant person.
31. I get as much kick out of watching an exciting game of football or basketball as I do playing a game.
32. Even though I may want to, I feel nervous about putting my arm around the shoulder of a friend.
33. There are many times when I have held back from saying what I knew I should say because I didn't want to hurt someone's feelings.
34. If a person does something to hurt a friend, he should do something to make it up to him rather than mentioning or apologizing for the hurt.
35. If I were riding on a train and the car I was in had only one of a pair seats empty, I would go on to another car looking for a double seat that was empty so that I wouldn't have to sit with someone.
36. I am never quite sure how to handle it when someone flirts with me.

37. If a good looking married man puts his arm around a woman in a friendly manner while talking to her, she should disengage herself at the first appropriate chance.
38. When people tease me in a group, I often do not know what to say in response.
39. I prefer watching television to sitting around and talking.
40. I always have at least four projects going at once.
41. I am the one who gets others going and in action.
42. I tend to take charge in my groups and direct the others.
43. I like to take risks.
44. I would rather build something than read a novel.
45. I have a very strong need to run things and organize things, even though doing so cuts into time I might devote to other activities.
46. I love to repair things.
47. I love to work with my hands building things.
48. I have strong "arts and crafts" interests.
49. I do good work with my hands.
50. Nothing is quite so enjoyable as winning in competition.
51. I enjoy persuading people.
52. I enjoy playing competitive athletics.
53. It would be fun to try to make a radio (or woman's suit) using only a very basic blueprint (or pattern).
54. As an accomplishment, I get a bigger kick out of the Panama Canal than out of the Theory of Evolution.
55. Even though I may delegate tasks to people who are helping me, it makes me nervous to do so because I know if I want it done right, I should do it myself
56. I find that I work faster than most people I know.
57. I have always enjoyed constructing model airplanes, ships, cars, and things like that.
58. I prefer to follow and let someone else take the lead.
59. I like to keep my risk low.
60. I prefer to be involved in an activity that another person rather than myself has organized.
61. I doubt that I could produce and market a product successfully.
62. I would rather read a play than make something.
63. I wouldn't know where to begin if I had to build something like a fireplace.
64. I avoid taking chances.
65. I would rather play solitaire than build a birdhouse.
66. I prefer to join a group that is already well established, rather than join a new one.
67. For me the greatest joy is in finding out about things rather than in doing things.
68. Life is so short that we should spend more time enjoying it and less time rushing around doing various projects.
69. I average more than seven hours of sleep a night.
70. I prefer to stick with one task until it is done before taking on another task.
71. I find it more gratifying to work out a successful compromise with the opposition than to compete with and defeat them.
72. When I am bored, I like to take a nap.
73. True contentment lies in coming to a harmonious adjustment with life rather than continually trying to "improve" it.
74. I envy the people in some religious orders who have time for peaceful contemplation and well-organized daily routine.
75. I love to try to spot the logical flaw in TV commercials.
76. You take a big chance if you don't listen to more than one version about something.
77. I would not hesitate to write to any source or official to get the information I need on some problem.
78. I try to read two or three versions of a problem I am trying to understand.
79. I enjoy debating issues.
80. I enjoy analyzing two opposing views to find where they differ and where they agree.
81. When someone tells me something that does not sound quite right, I often check his source.
82. My acquaintances turn to me for new slants on the issues of the day.

83. I have more information about what is going on than my associates.
84. It is almost always worth the effort to dig out the facts yourself by reading a number of viewpoints on an issue.
85. I don't belive that any religion is the one true religion.
86. I don't believe in life after death.
87. It is a good idea to read one or two foreign newspapers as a check on our Associated Press and United Press International dominated newspapers.
88. Governmental response to such things as air pollution, water pollution, pesticide poisoning, and population explosion leads one to believe that it does not have the public welfare as its main interest.
89. It is fun to search far and wide to gather in all of the appropriate information about a topic to be evaluated.
90. I like a friendly argument about some issue of the day.
91. If people were forced to describe me as either short-tempered or overcritical they would probably say that I am overcritical.
92. I have trouble finding things to criticize in something I read.
93. Most of what I read seems reasonable to me.
94. I wish someone would put out a book of known facts so that people would know what is right these days.
95. I don't like to argue ideas.
96. You should take the expert's word on things unless you know for sure that they are wrong.
97. I would rather read a summary of the facts in an area than try to wade through the details myself.
98. I get almost all of my news information from television.
99. As with most people, 95 percent of my opinions come from personal acquaintances.
100. Once I have made up my mind on an issue, I stick to it.
101. If people were forced to describe me as either selfish or narrow minded, they would probably say that I am narrow minded.
102. Most of my acquaintances would describe me as productive rather than as individualistic.

INVOLVEMENT INVENTORY
Answer Sheet

	Disagree	Unsure, Probably Disagree	Unsure, Probably Agree	Agree
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THE INVOLVEMENT INVENTORY
Scoring

1. The A scale (affective or feeling involvement with people) includes items 1 through 39. Items 1 through 19 are weighed differently than items 20 through 39. Draw a line under item 19 on the scoring sheet. Add the checks in each column for items 1 through 19 and place the sum in the spaces below. Multiply each column total by the multiplier beneath it. Add the four products across and put the total in the blank designated (A).

______ ______ ______ ______

x1 x2 x3 x4

______ + ______ + ______ = ______ (A)

Draw a line under item 39. Add the checks in each column for items 20 through 39 and proceed as you did with items 1 through 19 (notice that the multipliers are reversed from those for items 1 through 19).

______ ______ ______ ______

x4 x3 x2 x1

______ + ______ + ______ + ______ = ______ (a)

2. The B scale (Behavioral involvement in accomplishing tasks) includes items 40 through 74. Draw a line under item 57. Proceed with the scoring above.

______ ______ ______ ______

x1 x2 x3 x4

______ + ______ + ______ + ______ = ______ (B)

Draw a line under item 74 and proceed as above.

______ ______ ______ ______

x4 x3 x2 x1

______ + ______ + ______ + ______ = ______ (b)

3. The C scale (Cognitive involvement with analyzing pronouncements encountered) includes items 75 through 102. Draw a line under item 91 and proceed with the scoring as above.

______ ______ ______ ______

x1 x2 x3 x4

______ + ______ + ______ + ______ = ______ (C)

Total the remaining columns and proceed as above.

______ ______ ______ ______

x4 x3 x2 x1

______ + ______ + ______ + ______ = ______ (c)

4. Obtain scale scores by adding the totals for each two-part scale. Then, obtain the total involvement score by adding the three scale scores.

A+a = ______
B+b = ______
C+c = ______

Total involvement score = ________

SCALE OF FEELINGS AND BEHAVIOR OF LOVE

Clifford H. Swensen

This scale was constructed as a first step toward a study of love relationships among normal people. It was felt that "love" itself was not a discrete entity, but rather the extreme positive end of the distribution of all kinds of relationships. Relationships could range from the conflicted, non-productive, or indifferent at one end of a continuum to nurturing, affectionate, fulfilling (love) at the other end of the continuum.

It also seemed to me that "love" itself could not be studied directly, but that the manifestations of love could be studied. What could be studied was the way a person behaved toward another person whom he loved, or the things he said, or the way he felt. Three hundred people were interviewed, ranging in age from 17 to 42, and asked to describe the things they did, said, or felt toward people they loved that were different from their behavior, words, or feelings toward people with whom they were acquainted but did not love.

This inquiry netted several hundred statements. When these statements were examined for duplications, a total of 383 different ways (or items) of expressing love remained. These 383 statements were written in the form of items and administered to a sample of 592 subjects.

These subjects answered the items on the scale for their relationship with five people: mother, father, closest sibling, closest friend of the same sex and closest friend of the opposite sex (or spouse).

The scale was then split into thirds for the purpose of factor analysis. These thirds were factor analyzed both for each relationship and for all of the relationships combined. A total of 18 factor analyses were performed on the data (Swensen, 1961; Swensen & Gilner, 1964).

Seven factors repeatedly appeared in these factor analyses. These factor were:

(1) Verbal expression of feelings

(2) Self-disclosure of personal facts about oneself

(3) Willingness to tolerate the less pleasant aspects of the loved person

(4) Moral support, encouragement, interest (non-material evidence of love)

(5) Feelings that the person felt, but had never expressed verbally to the loved person

(6) Giving gifts, doing favors or chores, providing material support (material evidence of love)

(7) Physical expression of love

Other factors also were detected, but not consistently, so these seven factors became the basis of the scale. Subsequent use of the scale led to the elimination of factor seven (physical expression) since physical expression appeared to be highly consistent with the relationship. Some items were added to the other subscales in order to improve the reliability of the subscales, with the present version containing 120 items and six subscales.

This 120-item scale was administered to three different age groups: young (aged 18-26), middle aged (aged 27-50) and older (aged 51-80). The factor analysis was repeated, confirming the original factors, and the reliability of the subscales was assessed (Gilner, 1967).

Reliability. The reliability of the subscales was assessed for each of the three age groups. The test-retest reliabilities for young adults were: (1) Verbal expression, .89; (2) Self-disclosure, .93; (3) Toleration, .81; (4) Non-material evidence, .81; (5) Feelings, .77; (6) Material evidence, .96. The reliabilities for the older groups tended to be somewhat lower, but this seemed to be partially a function lack of familiarity of the subjects with this kind of instrument.

Brief Summary of Results Obtained with the Scale (Swensen, 1972). Relationships with parents are largely expressed through toleration, material means and encouragement and moral support. Relationships with peers are largely expressed verbally. The highest amount of love expression, which is high on all of the subscales, is for relationship with the spouse. The weakest relationships are with siblings.

When two people in a relationship complete the scales, there is a high degree of agreement between the two, suggesting a high level or reciprocity of expression in love relationships.

Married couples who are satisfied with their marriage relationship score significantly higher than couples with troubled marriages on all subscales except the unexpressed feelings subscale. Troubled couples report significantly more unexpressed feelings than satisfied couples (Fiore, 1971).

Scoring the Scale. The present version of the scale contains 120 items with six sub-scales. The items within each subscale are:

(1) Verbal expression (items 1-20)

(2) Self-Disclosure (items 21-40)

(3) Toleration of the less pleasant aspects of the loved person (items 41-61)

(4) Non-material evidence--support, encouragement, etc. (items 62-85)

(5) Feelings not expressed verbally (items 86-104)

(6) Material Evidence--gifts, chores, financial support (items 105-120)

The scale is scored by simply adding up the numbers of the choices made by the subjects to each item in a subscale. The lowest score possible for each item is "I" and the highest possible for an item is "3". Thus, for a subscale containing 20 items, the lowest possible subscale score is "20" and the highest possible subscales score is "60." If, in the first subscale which contains 20 items, a subject had answered 10 items by marking choice "1," 5 items by marking choice "2," and 5 items by marking choice "3," the subject's subscale score would be: 10(1) + 5(2) + 5(3) = 35.

The Normative data for the subscale scores are available from the author.

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SCALE OF FEELINGS AND BEHAVIOR OF LOVE

Clifford H. Swensen and Frank Gilner

This scale contains items describing the many ways in which people feel they express love. Some of these items describe things said between people who love each other, some describe feelings people have for people whom they love, and some describe things people do for people they love. None of these items would be true of every love relationship. For example, items that would describe the relationship between a husband and wife would not accurately describe the relationship between a mother and daughter.

When you answer the items for your relationship with a person you love be sure to mark an answer for every item. Each item has three choices. Mark the choice that comes closest to describing the way you behave, talk, or feel toward the person you love, as the relationship exist at the present time.

There is no time limit, but you should mark your answer to the items as rapidly as you can.

Be sure to indicate the relationship for which you are answering (for example, mother, brother, wife, best friend, father, boy friend, girl friend, etc.)

The relationship is with ____.

1. The loved one tells you that he(she) feels you get along well together.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

2. The loved one tells you that he(she) wants to live up to your expectations for him(her).
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

3. The loved one tells you that he(she) feels a good "spirit" in the things he(she) does with you.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

4. The loved one tells you that he(she) feels free to talk about anything with you.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

5. The loved one tells you that he(she) trusts you completely.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

6. You tell the loved one that you feel safe when you are with him(her).
   (a) You never tell him(her) this.
   (b) You occasionally tell him(her) this.
   (c) You frequently tell him(her) this.

7. You tell the loved one that you feel that your relationship has improved with time.
   (a) You never tell him(her) this.
   (b) You occasionally tell him(her) this.
   (c) You frequently tell him(her) this.

8. The loved one tells you that the thought of you dying disturbs him(her).
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

9. The loved one tells you that he(she) feels your relationship has improved with time.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

10. You tell the loved one that you feel that you understand each other.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

11. You tell the loved one that you don't have to put up a "false front" around him(her).
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

12. You tell the loved one that you have a warm, happy feeling when you are with him (her).
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

13. You tell the loved one that you have faith in him(her).
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

14. You tell the loved one that you want to live up to his(her) expectations for you.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

15. You tell the loved one that you feel more cheerful, optimistic and confident when you are with him(her).
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

16. You tell the loved one that you feel a "good spirit" in the things you do with him(her).
   (a) You never tell him(her) this.
   (b) You occasionally tell him(her) this.
   (c) You frequently tell him(her) this.

17. You tell the loved one that you trust him(her) completely.
   (a) You never tell him(her) this.
   (b) You occasionally tell him(her) this.
   (c) You frequently tell him(her) this.

18. You tell the loved one that you feel he(she) is important and worthwhile.
   (a) You never tell him(her) this.
   (b) You occasionally tell him(her) this.
   (c) You frequently tell him(her) this.

19. You tell the loved one that you feel free to talk about anything with him(her).
   (a) You never tell him(her) this.
   (b) You occasionally tell him(her) this.
   (c) You frequently tell him(her) this.

20. You tell the loved one that you feel his(her) expectations of you are not too great--they are reasonable.
   (a) You never tell him(her) this.
   (b) You occasionally tell him(her) this.
   (c) You frequently tell him(her) this.

21. The loved one tells you whether or not he(she) does anything special to maintain or improve his(her) appearance, such as, diet, exercise, etc.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

22. The loved one tells you the kind of behavior in others which annoys him(her), or makes him(her) furious.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

23. The loved one tells you his(her) thoughts and feelings about religious groups other than his(her) own.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

24. The loved one tells you whether or not he(she) plans some major decision in the near future--such as, a job, break engagement, get married, divorced, buy something big.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

25. The loved one tells you his(her) favorite jokes--the kind of jokes he(she) likes to hear.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

26. You tell the loved one what particularly annoys you most about your closest friend of the opposite sex.
   (a) You have never told him(her) this.
   (b) You have occasionally told him(her) this.
   (c) You have frequently told him(her) this.

27. You tell the loved one things about your own personality that worry or annoy you.
    (a) You have never told him(her) this.
    (b) You have occasionally told him(her) this.
    (c) You have frequently told him(her) this.

28. The loved one tells you what his(her) chief health concern, worry, or problem is at the present time.
    (a) He(She) never tells you this.
    (b) He(She) occasionally tells you this.
    (c) He(She) frequently tells you this.

29. The loved one tells you what his(her) spare time hobbies or interests are:
    (a) He(She) never tells you this.
    (b) He(She) occasionally tells you this.
    (c) He(She) frequently tells you this.

30. The loved one tells you what particularly annoys him(her) most about his(her) closest friend of the opposite sex.
    (a) He(She) never tells you this.
    (b) He(She) occasionally tells you this.
    (c) He(She) frequently tells you this.

31. You tell the loved one what the chief pressures and strains in your daily work are.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

32. You tell the loved one things about the future that worry you at present.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

33. You tell the loved one what you are most sensitive about.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

34. You tell the loved one the kind of behavior in others that most annoys you, or makes you furious.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

35. You tell the loved one what you regard as your chief handicap to doing a better job in your work or school.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

36. You tell the loved one what your strongest ambition is at the present time.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

37. You tell the loved one whether or not you plan some major decision in the near future--a job, break an engagement, get married, divorce, buy something big.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

38. The loved one tells you the chief pressures and strains in his(her) daily work.
    (a) He(She) never tells you this.
    (b) He(She) occasionally tells you this.
    (c) He(She) frequently tells you this.

39. The loved one tells you what he(she) is most sensitive about.
    (a) He(She) never tells you this.
    (b) He(She) occasionally tells you this.
    (c) He(She) frequently tells you this.

40. The loved one tells you his(her) views about what is acceptable sex morality for people to follow.
    (a) He(She) never tells you this.
    (b) He(She) occasionally tells you this.
    (c) He(She) frequently tells you this.

41. The loved one tells you the things about his(her) appearance that he(she) likes most or is proudest of.
    (a) He(She) never tells you this.
    (b) He(She) occasionally tells you this.
    (c) He(She) frequently tells you this.

42. You provide support for the loved one's food, clothing and housing.
    (a) You never do this.
    (b) You occasionally do this.
    (c) You frequently do this.

43. You sacrifice your own needs, such as clothes, in order to provide for the loved one.
    (a) You never do this.
    (b) You occasionally do this.
    (c) You frequently do this.

44. The loved one gives you an accurate knowledge of his(her) sex life up to the present--the names of sex partners in the past, if any; his(her) ways of getting sexual gratification.
    (a) He(She) never tells you this.
    (b) He(She) occasionally tells you this.
    (c) He(She) frequently tells you this.

45. The loved one tells you what she feels the guiltiest about, or most ashamed of in his (her) past.
    (a) He(She) never told you this.
    (b) He(She) occasionally has mentioned such things.
    (c) He(She) always tells you when he(she) has done something he(she) feels very guilty or ashamed about.

46. The loved one tells you the characteristics of his(her) mother that he(she) does not like or did not like.
    (a) He(She) never tells you this.
    (b) He(She) occasionally tells you this.
    (c) He(She) frequently tells you this.

47. You tell the loved one whether or not you have sex problems and the nature of these problems.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

48. You feel that you don't have to put up a "false front" around the loved one.
    (a) You never feel this way.
    (b) You occasionally feel this way.
    (c) You have frequently felt this way.

49. You give the loved one an accurate knowledge of your sex life up to the present--the names of your sex partners in the past, if any; your ways of getting sexual gratification.
    (a) You never tell him(her) this.
    (b) You occasionally tell him(her) this.
    (c) You frequently tell him(her) this.

50. You tell the loved one what you feel the guiltiest about, or most ashamed of in the past.
    (a) You never told him(her) this.
    (b) You occasionally have mentioned such things.
    (c) You frequently tell him(her) when you have done something you feel guilty or ashamed about.

51. The loved one shows love by a willingness to change or give up his(her) ideals in order to please you.
    (a) He(She) never does this.
    (b) He(She) occasionally does this.
    (c) He(She) frequently does this.

52. You provide money or support for his(her) education.
    (a) You never do this.
    (b) You occasionally do this.
    (c) You frequently do this.

53. The loved one is like another person that you have loved, such as a relative.
    (a) You never feel this way.
    (b) You occasionally feel this way.
    (c) You frequently feel this way.

54. You do things or go places with the loved one even though these activities don't particularly appeal to you.
    (a) You never do this.
    (b) You occasionally do this.
    (c) You frequently do this.

55. You show love for the loved one by a willingness to change or give up ideals for him(her).
    (a) You never do this.
    (b) You occasionally do this.
    (c) You frequently do this.

56. You teach the loved one values and ideals in life.
    (a) You never do this.
    (b) You occasionally do this.
    (c) You frequently do this.

57. You discipline the loved one.
    (a) You never do this.
    (b) You occasionally do this.
    (c) You frequently do this.

58. The differences that come up between you do not disrupt the relationship.
    (a) Our differences frequently disrupt the relationship.
    (b) Our differences occasionally disrupt the relationship.
    (c) Our differences never disrupt the relationship.

59. You pray for the loved one.
   (a) You never do this.
   (b) You occasionally do this.
   (c) You frequently do this.

60. The loved one tells you that he(she) wants you to agree with him(her) when he (she) is in an argument with a third person.
   (a) He(She) never tells you this.
   (b) He(She) occasionally tells you this.
   (c) He(She) frequently tells you this.

61. You tell the loved oned that you want to marry him(her).
   (a) You never tell him(her) this.
   (b) You occasionally tell him(her) this.
   (c) You frequently tell him(her) this.

62. The loved one can trust you because you are honest and truthful with him(her).
   (a) The loved one can never trust you.
   (b) The loved one can occasionally trust you.
   (c) The loved one can frequently trust you.

63. The loved one teaches you values and ideals in life.
   (a) He(She) never teaches you values and ideals.
   (b) He(She) occasionally teaches you values and ideals.
   (c) He(She) frequently teaches you values and ideals.

64. You listen with interest when the loved one talks.
   (a) You never do this.
   (b) You occasionally do this.
   (c) You frequently do this.

65. The loved one teaches you skills, such as how to drive a car or how to sew, etc.
   (a) He(She) never teaches you skills.
   (b) He(She) occasionally teaches you skills.
   (c) He(She) frequently teaches you skills.

66. The loved one can be trusted because he(she) has been honest and truthful with you.
   (a) You can never trust him(her).
   (b) You can occasionally trust him(her).
   (c) You can frequently trust him(her).

67. The loved one approves of you.
   (a) He(She) never does.
   (b) He(She) occasionally does.
   (c) He(She) frequently does.

68. You write to the loved one when you are separated.
   (a) You never do.
   (b) You occasionally do.
   (c) You frequently do.

69. You approve of the loved one.
   (a) You never do.
   (b) You occasionally do.
   (c) You frequently do.

70. You are not over-demanding of the loved one, but are considerate of his(her) time, energy, etc.
   (a) You are frequently over-demanding.
   (b) You are occasionally over-demanding.
   (c) You are never over-demanding.

71. You encourage the loved one when he(she) is discouraged.
    (a) You never do this.
    (b) You occasionally do this.
    (c) You frequently do this.

72. The loved one shows an interest in you and your work.
    (a) He(She) never does.
    (b) He(She) occasionally does.
    (c) He(She) frequently does.

73. The loved one is not over-demanding of you, but is considerate of your own time, energy, etc.
    (a) He(She) frequently is over-demanding.
    (b) He(She) occasionally is over-demanding.
    (c) He(She) never is over-demanding.

74. The loved one gives you encouragement when you are discouraged.
    (a) He(She) never does.
    (b) He(She) occasionally does.
    (c) He(She) frequently does.

75. The loved one allows you to make the final decisions in the things that are of primary importance to you.
    (a) He(She) never does.
    (b) He(She) occasionally does.
    (c) He(She) frequently does.

76. The loved one is respectful and considerate of your opinions.
    (a) He(She) never is.
    (b) He(She) occasionally is.
    (c) He(She) frequently is.

77. The loved one is even-tempered and kind in his(her) dealings with you.
    (a) He(She) never is.
    (b) He(She) occasionally is.
    (c) He(She) frequently is.

78. You try to live up to the loved one's ideals and expectations for you.
    (a) You never try to.
    (b) You occasionally try to.
    (c) You frequently try to.

79. You are respectful and considerate of the loved one's opinions.
    (a) You never are.
    (b) You occasionally are.
    (c) You frequently are.

80. You are courteous to the loved one.
    (a) You never are.
    (b) You occasionally are.
    (c) You frequently are.

81. You are even-tempered and kind in your dealings with the loved one.
    (a) You never are.
    (b) You occasionally are.
    (c) You frequently are.

82. The loved one tries to get you in a good mood when you are angry.
    (a) He(She) never tries.
    (b) He(She) occasionally tries.
    (c) He(She) frequently tries.

83. The loved one gives you good or useful advice.
    (a) He(She) never does.
    (b) He(She) occasionally does.
    (c) He(She) frequently does.

84. The loved one disciplines you.
    (a) He(She) never does.
    (b) He(She) occasionally does.
    (c) He(She) frequently does.

85. You obey the loved one.
    (a) You never do.
    (b) You occasionally do.
    (c) You always do.

86. You feel you want to look attractive for the loved person, but you have never actually told them this.
    (a) You have never felt this way, or you have felt this way and have told them this.
    (b) You occasionally have felt this way, but you have never told them this.
    (c) You frequently have felt this way, but you have never told them this.

87. You feel that you get along well with the loved person, but you have never actually told them this.
    (a) You have never felt this way, or you have felt this way and have told them this.
    (b) You occasionally have felt this way, but you have never told them this.
    (c) You have frequently felt this way, but you have never told them this.

88. You feel that you understand each other, but you have never actually told them this.
    (a) You have never felt this way, or you have felt this way and have told them this.
    (b) You occasionally have felt this way, but you have never told them this.
    (c) You have frequently felt this way, but you have never told them this

89. You feel that the loved one doesn't expect too much from you, but you have never actually told them this.
    (a) You have never felt this way, or you have felt this way and have told them this.
    (b) You occasionally have felt this way, but you have never told them this.
    (c) You have frequently felt this way, but you have never told them this.

90. You hope that your relationship with the loved one will continue indefinitely, but you have never actually told them this.
    (a) You have never felt this way, or you have felt this way and have told them this.
    (b) You occasionally have felt this way, but you have never told them this.
    (c) You have frequently felt this way, but you have never told them this.

91. You trust the loved one completely, but you have never actually told them this.
    (a) You have never felt this way, or you have felt this way and have told them this.
    (b) You occasionally have felt this way, but you have never told them this.
    (c) You have frequently felt this way, but you have never told them this.

92. You want to live up to the loved one's expectations for you, but you have never actually told them this.
    (a) You have never felt this way, or you have felt this way and have told them this.
    (b) You occasionally have felt this way, but you have never told them this.
    (c) You have frequently felt this way, but you have never told them this.

93. You feel more cheerful, optimistic and confident when you are with the loved one, but you have never actually told them this.
    - (a) You have never felt this way, or you have felt this way and have told them this.
    - (b) You occasionally have felt this way, but you have never told them this.
    - (c) You have frequently felt this way, but you have never told them this.

94. You feel free to talk about anything with the loved one, but you have never actually told them this.
    - (a) You have never felt this way, or you have felt this way and have told them this.
    - (b) You occasionally have felt this way, but you have never told them this.
    - (c) You have frequently felt this way, but you have never told them this.

95. You feel safe when you are with the loved one, but you have never actually told them this.
    - (a) You have never felt this way, or you have felt this way and have told them this.
    - (b) You occasionally have felt this way, but you have never told them this.
    - (c) You have frequently felt this way, but you have never told them this.

96. You miss the loved one when you are separated, but you have never actually told them this.
    - (a) You have never felt this way, or you have felt this way and have told them this.
    - (b) You occasionally have felt this way, but you have never told them this.
    - (c) You have frequently felt this way, but you have never told them this.

97. You feel that you want the loved one to approve of your friends, but you have never actually told them this.
    - (a) You have never felt this way, or you have felt this way and have told them this.
    - (b) You occasionally have felt this way, but you have never told them this.
    - (c) You have frequently felt this way, but you have never told them this.

98. You feel that the loved one is very attractive, but you have never actually told them this.
    - (a) You have never felt this way, or you have felt this way and have told them this.
    - (b) You occasionally have felt this way, but you have never told them this.
    - (c) You have frequently felt this way, but you have never told them this.

99. You feel good when you recall advice the loved one gave you, but you have never actually told them this.
    - (a) You have never felt this way, or you have felt this way and have told them this.
    - (b) You occasionally have felt this way, but you have never told them this.
    - (c) You have frequently felt this way, but you have never told them this.

100. You wonder what the loved one is doing when you are separated from him(her) but you have never actually told them this.
    - (a) You have never felt this way, or you have felt this way and have told them this.
    - (b) You occasionally have felt this way, but you have never told them this.
    - (c) You have frequently felt this way, but you have never told them this.

101. You feel that the loved one is considerate and kind to you, but you have never actually told them this.
    - (a) You have never felt this way, or you have felt this way and have told them this.
    - (b) You occasionally have felt this way, but you have never told them this.
    - (c) You have frequently felt this way, but you have never told them this.

102. You admire the loved one, but you have never actually told them this.
  - (a) You have never felt this way, or you have felt this way and have told them this.
  - (b) You occasionally have felt this way, but you have never told them this.
  - (c) You have frequently felt this way, but you have never told them this.

103. You feel fortunate to have such a relationship with the loved one, but you have never actually told them this.
  - (a) You have never felt this way, or you have felt this way and have told them this.
  - (b) You occasionally have felt this way, but you have never told them this.
  - (c) You have frequently felt this way, but you have never told them this.

104. You have a warm, happy feeling when you are with the loved one, but you have never actually told them this.
  - (a) You have never felt this way, or you have felt this way and have told them this.
  - (b) You occasionally have felt this way, but you have never told them this.
  - (c) You have frequently felt this way, but you have never told them this.

105. The loved one prays for you.
  - (a) He(She) never does.
  - (b) He(She) occasionally does.
  - (c) He(She) frequently does.

106. You try to get the loved one in a good mood when he(she) is angry.
  - (a) You never do this.
  - (b) You occasionally do this.
  - (c) You frequently do this.

107. The loved one runs errands for you--to the store, etc.
  - (a) He(She) never does this.
  - (b) He(She) occasionally does this.
  - (c) He(She) frequently does this.

108. The loved one loans objects of value to you--such as a car.
  - (a) He(She) never does this.
  - (b) He(She) occasionally does this.
  - (c) He(She) frequently does this.

109. The loved one provides constructive criticism when you need it.
  - (a) He(She) never does this.
  - (b) He(She) occasionally does this.
  - (c) He(She) frequently does this.

110. The loved one directly protects you from harm or bodily injury.
  - (a) He(She) never does this.
  - (b) He(She) occasionally does this.
  - (c) He(She) frequently does this.

111. If you support the loved one, he(she) tries to be economical in his(her) expenditures.
  - (a) He(She) never tries to be, or this item does not apply.
  - (b) He(She) occasionally tries to be.
  - (c) He(She) frequently tries to be.

112. The loved one secures favors for you, such as getting dates, or a job, etc.
  - (a) He(She) never does this, or this item does not apply.
  - (b) He(She) occasionally does this.
  - (c) He(She) frequently does this.

113. You run errands for the loved one--to the store, etc.
   (a) You never do this.
   (b) You occasionally do this.
   (c) You frequently do this.

114. You secure favors for the loved one, such as obtaining dates for him(her), or a job, etc.
   (a) You never do this, or this item does not apply.
   (b) You occasionally do this.
   (c) You frequently do this.

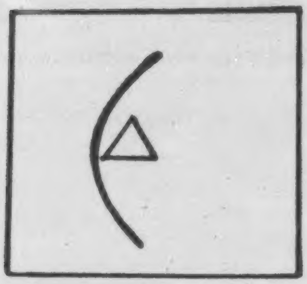
115. The loved one provides support for food, clothing and housing for you.
   (a) He(She) never does.
   (b) He(She) occasionally does.
   (c) He(She) frequently does.

116. The loved one performs chores for you-washing or ironing clothes, typing papers, driving you around, etc.
   (a) He(She) never does.
   (b) He(She) occasionally does.
   (c) He(She) frequently does.

117. The loved one helps you with tasks such as homework, household tasks, etc.
   (a) He(She) never does.
   (b) He(She) occasionally does
   (c) He(She) frequently does.

118. The loved one serves on things you are involved in, such as sponsor for a club to which you belong.
   (a) He(She) never does.
   (b) He(She) occasionally does.
   (c) He(She) frequently does.

Start Simple



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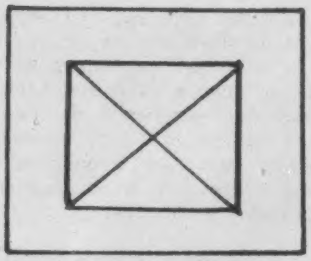

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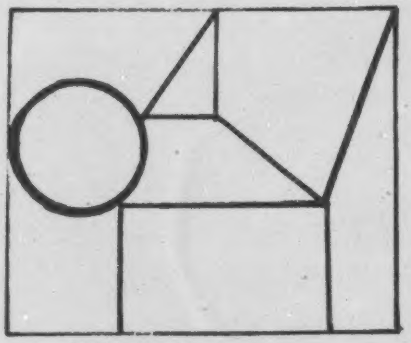


Have fun!
Invent others!

Use a sketch of an object

Hammer, etc.

SECTION THREE

SKILL ACTIVITIES

ACTIVITY: LISTENING CAREFULLY AND FOLLOWING DIRECTIONS

AIM: To give students practice in giving and following accurate verbal directions.

Materials: Paper, pencil, prepared pictures.

WHATZIT

The following pictures are for use in giving direction and/or listening exercise.

Have one student look at the picture (without the others seeing it) and give verbal directions for drawing the picture. He may not tell what the object is or what it is used for. Descriptive terms only may be used; such as; beginning three inches from the left hand side and two inches from the top draw a line one inch to the right; place your pencil in the middle of the page four inches from the top, draw a vertical line to within one inch of the bottom of the page; starting one inch up from the bottom of the page and two inches from the left hand side draw a line approximating one o'clock to the center of the paper; etc. No questions may be asked and there should be no discussion until the activity is completed.

At the conclusion of the exercise all papers may be shown and a discussion conducted concerning the directions--how they might be more explicit, more easily understood, what was helpful and the object or picture itself.

SKILL ACTIVITIES

ACTIVITY: VOCABULARY

AIM: Using a list of personality traits as vocabulary terms, the teacher and student can discuss characteristics required for various jobs.

Materials: Vocabulary List

Note: Concurrent Activity:

1. Number each word.
2. Ask each student to pick his own characteristics from the list. Example: (2, 3, 5, 17, 19, 20)
3. Teacher compiles a class list of numbered "secret people". (no names)
4. Pass out list and see if the students can fill in each others names.

PERSONALITY TRAITS

ABRUPT:	Blunt, Plain-spoken
ABSENT-MINDED:	Habitually Forgetful
AFFECTIONATE:	Tender and Loving
AGGRESSIVE:	1. Boldly Hostile; Quarrelsome. 2. Bold and Active; Enterprising
AGREEABLE:	Pleasing; Pleasant
ALOOF:	Cool; Reserved
AMBITIOUS:	Strongly Desirous; Eager
AMIABLE:	Good-Natured; Friendly
ARGUMENTATIVE:	Apt to Argue
ARROGANT:	Full of Pride; Haughty
BASHFUL:	Showing Social Timidity; Shy
BOLD:	Daring; Fearless
BOSSY:	Inclined to Play Boss (Boss: Master or Superior)
CARELESS:	1. Not showing due care. 2. Without Care, as, indifferent
COMPLAINER:	One Who is Dissatisfied
CONCEITED:	Vain
CONFIDENT:	Sure of Oneself
CONSIDERATE:	Given to Care; Observant to Rights and Feelings of Others; Showing Thoughtful Kindness
COURTEOUS:	Polite; Gracious
CREATIVE:	Inventive
DEPENDABLE:	Trustworthy, Reliable
DETERMINED:	Having One's Mind Made Up
DISHONEST:	Not to be Trusted
EAGER:	Impatient or anxious
EASY-GOING:	Having a Comfortable Gait; Taking Life Easily
EMOTIONAL:	Easily Aroused to Emotion
ENERGETIC:	1. Having Energy (Energy: Force Strength). 2. Active Eager
ENTHUSIASTIC:	Interested; Eager
FORWARD:	Bold; Presumptous
FRIENDLY:	Kindly Disposed; Not Hostile

GAY:	Joyous; Lively
GENEROUS:	Willing to give or share; Unselfish
GENTLE:	1. Refined; Polite. 2. Generous; Kind
GREEDY:	Wanting Excessively to Have or Acquire
HONEST:	1. Trustworthy; Truthful. 2. Showing Fairness and Sincerity
INDUSTRIOUS:	Characterized by earnest, steady effort; Hard-Working
INQUISITIVE:	Inclined to ask questions; Curious
JEALOUS:	Suspiciously watchful; Intolerant of Rivalry
KIND:	Sympathetic, Gentle, Benevolent
LAZY:	Not Eager or Willing to Work
LOYAL:	Faithful to the Lawful Government; True to any Person to Whom one owes Fidelity; Constant
NEGATIVE:	Expressing Denial or Refusal
OBSTINATE:	Unreasonably Determined to Have One's Way
OPPORTUNIST:	One Who Thinks or Does Something Without Regard For Principles.
ORDERLY:	Well-Behaved
OVERSENSITIVE:	Very Sensitive
PATIENT:	Bearing or Enduring Pains, Trials, or the Like Without Complaint; Able to Bear Strain, Stress, Etc.
PERSERVING:	Doing Things in Spite of Difficulty
PERSISTENT:	Continuing, Especially in the Face of Opposition
POISED:	The Bearing of the Body or Head; Carriage
POSITIVE:	Having the Mind Set; Confident
RELIABLE:	Dependable
RUTHLESS:	Without Pity or Compassion
SARCASTIC:	Uses Stinging or Cutting Remarks
SELF-CENTERED:	Concerned only with One's Affairs; Selfish
SENSITIVE:	Easily Offended; Touchy
SHORT-TEMPERED:	Having a Quick Temper
SHY:	Easily Frightened; Timid
SILLY:	Happy, Good; Lacking in Sense; Foolish
SINCERE:	Without Deceit or Pretense
SOCIABLE:	Friendly
STABLE:	Firm in Character, Purpose, Etc.
SULLEN:	Showing Ill-Humor and Resentment by Withdrawal; Gloomy; Dismal
STUBBORN:	Persistent; Obstinate
STUDIOUS:	1. Given to or Pursuing Study. 2. Diligent in Attention; Carefully Ernest
TACTFUL:	Knowing How to do or Say the Right Thing Without Offending
THOUGHTFUL:	Considerate
TOLERANT:	Inclined to Tolerate Other's Beliefs

VOCABULARY WORDS

Accountant
Actor
Actress
Agricultural
Agrogiologist
Agronomist
Analyst
Anatomist
Amesthesiologist
Anesthetist
Announcer
Anthropologist
Anthropomedrist
Apiarist
Apiculturist
Appraiser
Apprentice
Aquarist
Arborer
Arboriculturist
Architect
Archivist
Artist
Assayer
Assembler
Assistant
Associate
Astrologer
Astronomer
Athlete
Attendant
Attenuator
Attorney
Auctioneer
Audiologist
Auditor
Augerman
Author

Bacteriologist
Baker
Baler
Bandmaster
Barber
Bartender
Bayero
Beautician
Beekeeper
Bellboy
Biochemist
Biographer
Biologist
Blacksmith
Blaster
Boatswain
Bookkeeper
Brakeman
Bricklayer

Buccaro
Buffer
Builder
Butcher

Caddie
Calker
Caller
Candlemaker
Cardiologist
Caretaker
Carpenter
Cartoonist
Carver
Caseworker
Cashier
Caster
Cataloger
Caterer
Cattleman
Chauffeur
Checker
Cheesemaker
Chemist
Chiropractor
Clerk
Clown
Coach
Cobbler
Coiler
Collector
Colorer
Columnist
Conductor
Confectioner
Cook
Coopersmith
Coordinator
Copyist
Coroner
Correspondent
Cosmetologist
Counselor
Countersinker
Couturier
Cowpuncher
Craftsman
Craneman
Crankman
Crater
Cremator
Crimper
Crocheter
Crusher
Curator
Custodian
Cutterman
Cytologist

Cytotechnologist

Dairyman
Dancer
Darner
Decorator
Demonstrator
Dentist
Dermatologist
Derrickman
Designer
Detective
Developer
Dietitian
Director
Dispatcher
Diver
Dockmaster
Doctor
Dramatist
Draper
Dresser
Driller
Driver
Druggist
Draftsman
Dyer

Ecologist
Econometrist
Economist
Edger
Editor
Educator
Electrician
Electrotyper
Embalmer
Embosser
Embroiderer
Enameler
Engineer
Engraver
Engrosser
Equestrian
Escort
Estimator
Essayist
Etcher
Ethnologist
Etymologist
Eviscerator
Examiner
Exodontist
Exterminator
Extractor

Fabricator
Farmer

Filer
Finisher
Fireman
Fisherman
Fitter
Flanger
Foreman
Forester
Framer
Frogger
Froster
Fumigator
Furrier

Gaffman
Galvanizer
Gamekeeper
Gatekeeper
Geologist
Geographer
Geneticist
Geodesist
Ginner
Glazier
Glueman
Gluer
Goldsmith
Golfer
Governess
Governor
Grader
Groceryman
Guard
Guide
Gunsmith
Gynecologist

Handyman
Harpist
Hemstitcher
Historian
Horticulturist
Host
Hostess
Hostler
Hypnotist

Iceman
Illustrator
Imitator
Impersonator
Inkman
Inlayer
Inspector
Installer
Instructor
Interviewer
Investigator
Ironer
Ironworker

Jeweler

Janitor
Joiner
Judge
Juggler

Kennelman
Keysmith
Kilnman
Knitter
Knotter

Labeler
Laminator
Landscaper
Latherer
Laundress
Lawyer
Letterer
Librarian
Lifeguard
Lineman
Linguist
Lithographer
Lobbyist
Loftsman
Logger

Machinist
Manager
Maid
Mailman
Marker
Masseur
Mason
Mathematician
Mechanic
Mender
Metallurgist
Meteorologist
Meterman
Microbiologist
Miller
Miner
Mineralogist
Mixer
Model
Molder
Motorman
Musician
Mycologist

Naturalist
Navigator
Needlemaker
Newsboy
Neurogurgeon
Nurse
Nutritionist
Novelist
Nurseryman

Oarsman

Observer
Operator
Optician
Optometrist
Orchardist
Orchestrator
Orderly
Orthoptist
Osteopath
Orthodontist
Oxidizer

Packer
Paddler
Page
Painter
Paleontologist
Pantrygirl
Paperhanger
Parasitologist
Paster
Pasteurizer
Pastor
Pathologist
Patrolman
Patternmaker
Pawnbroker
Peeler
Pediatrician
Perfumer
Petrologist
Pharmacist
Photoengraver
Photogeologist
Photographer
Philologist
Physician
Physicist
Physiologist
Pianist
Pierman
Pilot
Pipeman
Plasterer
Playwright
Pleater
Podiatrist
Policewoman
Polisher
Porter
Postmaster
Poultryman
Preparer
President
Presser
Principal
Printer
Producer
Prospector
Psychiatrist
Psychologist
Puncher

Puppeteer
Purchaser

Quartermaster

Radiologist
Radioman
Raker
Rancher
Receptionist
Recorder
Repairman
Reporter
Retoucher
Rigger
Riveter
Roofer

Sailor
Salesmen
Sampler
Sandblaster
Sander
Scavenger
Scientist
Scorer
Sculptor
Sealer
Seamstress
Secretary
Seismologist
Serologist
Serviceman
Shepherd
Sheriff
Shipfitter
Shipper
Shoemaker
Sizer
Sketcher
Skycap
Sociologist
Solicitor
Soloist
Sorter
Specialist
Specialization
Specialize
Sprayer
Spreader
Stableman
Stacker
Stapler
Starcher
Statistician
Stenographer
Stenciler
Steward
Stewardess
Stevedore
Sterilizer
Stovecutter
Superintendent
Supervisor
Surgeon
Surveyor

Tagger
Tailor
Taster
Taxidermist
Teacher
Teamster
Technician
Technologist
Telegrapher
Tester
Timberman
Timekeeper
Tinter
Trainer
Translator
Trapper
Tutor
Typist

Umpire
Underwriter
Upholsterer
Usher

Valet
Varnisher
Veterinarian
Violinist

Waiter
Warden
Watchman
Weaver
Weigher
Welder
Woodworker
Worker
Wrapper
Wrecker
Writer

Yardman
Yeoman

Zoologist

NAME____PERIOD______________

DIRECTIONS: Match the following words with the appropriate definition.

____1. opportunist
____2. autocrat
____3. malcontent
____4. ascetic
____5. perfectionist
____6. stoic
____7. exhibitionist
____8. prude
____9. braggart
____10. bigot
____11. martinet
____12. extrovert
____13. introvert
____14. egotist
____15. altruist
____16. actuary
____17. orthodontist
____18. theologian
____19. psychiatrist
____20. obstetrician
____21. pathologist
____22. meteorologist
____23. etymologist
____24. geneticist
____25. ethnologist
____26. lexicographer
____27. archeologist
____28. horticulturist
____29. taxidermist
____30. pediatrician

A. One who manifests to pleasure and pain.
B. A conceited person
C. One who finds his greatest satisfactions in external things.
D. An overly modest individual
E. One who feels he must do everything on a high plane of excellence
F. A boaster
G. A show-off
H. One who practices extreme self-denial
I. One who is always discontented; a political agitator
J. A despot
K. A strict, military type disciplinarian
L. A person stubbornly devoted to his own ideas
M. One who finds satisfaction in the inner life of thought and fancy
N. One who takes selfish advantage of circumstances
O. A doctor dealing with mentally disturbed patients
P. A doctor who takes care of children
Q. A fruit and vegetable grower
R. An expert in the field of heredity
S. An expert on word derivations
T. One whose profession is to compute insurance risks and rates
U. An expert in straightening teeth
V. A doctor who delivers babies
W. A person trained to stuff animal skins
X. A student with advanced understanding of God and Religion
Y. A scientist dealing with weather conditions
Z. A student of past civilizations through their relics
AA. A specialist in causes and nature of disease
BB. A student of the races of mankind
CC. A dictionary maker
DD. One devoted to the interest of others

VOCABULARY II NOUNS THAT NAME PEOPLE WITH DIFFERENT OCCUPATIONS

DEFINITIONS:

1. A student of the factors of heredity
2. A specialist in the study of past cultures through their relics
3. A doctor who treats mental illness
4. One who stuffs and mounts the skins of animals
5. An expert in weather and climate
6. A doctor who primarily takes care of babies and children
7. A student of word history and origins
8. A specialist in growing fruit and vegetables
9. A student of the races of mankind
10. One who computes insurance risks and rates
11. A compiler of dictionaries
12. A specialist in diseases
13. A doctor specializing in the care of women preceding, during, and following childbirth
14. A specialist in straightening teeth
15. A person learned in the field of religion

SENTENCES

1. The doctor who takes care of our children is a noted pediatrician.
2. Many fine lexicographers have worked on the production of your dictionary.
3. The theologian we enjoy most as a guest minister is president of a divinity school.
4. The ethnologist can answer your question regarding the differences between the Caucasian and Mongolian races.
5. The horticulturists in our area have developed some delicious new varieties of apples.
6. The way Tommy is always digging for arrowheads makes one think he may be an archeologist some day.
7. The pathologist, by discovering the causes of many diseases, have played a large part in eradicating epidemics.
8. The etymologist, is a student of the origin and derivation of words.
9. Being good in mathematics and having a father in the insurance business, John decided to become an actuary.
10. Both of our children had such irregular teeth that they required the services of an orthodontist.
11. We have the word of the geneticist that twin births often skip a generation in a family, then recur.
12. A child of ten who shows pleasure in killing very likely needs the services of a psychiatrist.
13. Any good meteorologist could probably tell us where to expect the trade winds.
14. We had engaged the best obstetrician in the city to deliver our baby.
15. The work of a good texidermist can result in a stuffed animal which appears to be alive.

1. Utopian (a) one who believes in revolution; (b) one who misappropriates funds; (c) one who believes in the perfectibility of society.

2. Segregationist (a) one who believes in keeping different races separated; (b) one who believes in the intermingling of different races; (c) one who believes in intermarriage between members of different races.

3. Isolationist (a) one who prefers to live alone; (b) one who believes his country should not mix in world affairs; (c) one who is a true patriot.

4. Atheist (a) one who believes there is no Supreme Being; (b) one who doubts the existence of a Supreme Being; (c) one who believes in multiple gods.

5. Agnostic (a) one who believes there is no God; (b) one who doubts the existence of God; (c) one who believes in predestination.

6. Chauvinist (a) one with a belligerent attitude toward other countries; (b) one who is a "flag-waving" patriot; (c) one who is a true patriot.

7. Futilitarian (a) one who believes all man's striving is in vain; (b) one who always looks on the bright side of things; (c) one who believes all good lies in the future.

8. Reactionary (a) one who reacts favorably; (b) one who reacts violently; (c) one who tries to "turn back the clock" politically.

9. Liberal (a) one who favors trying new theories; (b) one who favors clinging to old methods; (c) a reactionary.

10. Anarchist (a) one who favors representative government; (b) one who favors doing away with government; (c) one who favors "patching up" existing government.

11. Fatalist (a) one who believes fate is always kind; (b) one who believes in capital punishment; (c) one who believes man cannot alter his destiny.

12. Totalitarian (a) one who believes in nonrepresentative government; (b) one who believes in the greatest good to the greatest number; (c) one who is opposed to the new and untried.

13. Socialist (a) a socialite; (b) an advocate of collective ownership; (c) an anarchist.

14. Conservative (a) one who conserves natural resources; (b) one who is opposed to change; (c) a revolutionary.

15. Radical (a) an extremist in favoring political and social change; (b) an ultraconservative; (c) an extremist in his patriotism.

VOCABULARY III NOUNS THAT NAME PEOPLE WITH DIFFERENT IDEOLOGIES

DIRECTIONS: Match the appropriate definition with the vocabulary words.

_____ 1. atheist
_____ 2. agnostic
_____ 3. fatalist
_____ 4. conservative
_____ 5. futilitarian
_____ 6. liberal
_____ 7. socialist
_____ 8. radical
_____ 9. reactionary
_____10. anarchists
_____11. chauvinists
_____12. utopian
_____13. isolationist
_____14. segregationist
_____15. totalitarian

A. One whose ideas of patriotism are highly colored by emotionalism and military favor

B. One who believes that all of life is predetermined

C. One who believes there is no God

D. One who advocates major changes from customary ways of dealing with social or political problems

E. One who is opposed to change

F. One who seeks or favors the return of a former political or social system

G. One who is uncertain as to the existence or nature of God

H. One who believes all human endeavor is futile

I. One willing to deal with social or political problems through measures not necessarily supported by experience

J. One who believes in abolishing organized governments

K. A person who seeks an ideal or perfect social system

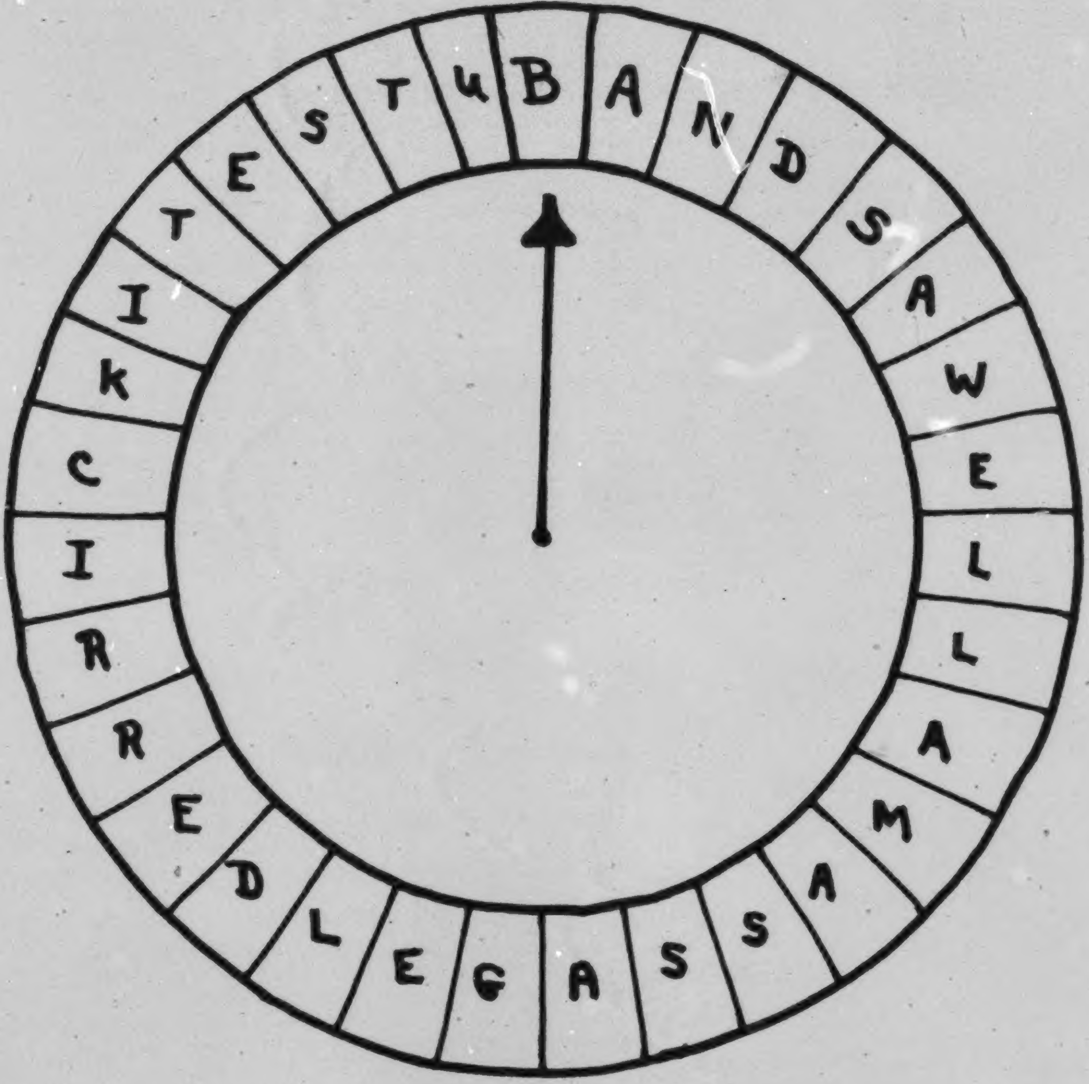
L. One who believes in a policy of non-participation in world affairs

M. One who believes in highly centralized government under one political group with no representation of any other party

N. One who believes in communal ownership and control

O. One who believes in the separation of races, particularly Negroes and Whites

WORD AWARENESS & DISCOVERY



Starting at "B" and moving clockwise, list as many distinct words as you can. Some words "nest" inside other words. No abbreviations or proper names. Can you find at least 40?

NOTE: There are many variations of this wheel: Vocabulary, occupation titles, "hidden message," etc.

JARGON ACTIVITIES

Purpose: To determine various occupational fields by studying their technical or slang jargon.

Activity I:

A) Present statements using jargon of a certain occupational field, one at a time to the class. Have students try to guess the occupation or job that uses the jargon. Afterwards, discuss what the jargon means in the particular occupational field.

Example: Unload the three cubes, the six cubes and the refer. Then locate a dishpak and a truck and carry them over to number three crate.

Solution: Household furniture movers.

Activity II:

The teacher will list, on the board, jargon that is common to many jobs, and ask students to define the terms.

Example: Moonlighting
Drop-out
Fringe benefits
Strikes
Walk out
Shake up
Pickets
Laid Off
Economical-size

"SHOP TALK"

Purpose: To make students aware of the importance of language to occupations.

Activities:

Have students compile jargon lists of various occupations they are interested in through interviewing people and being in contact with them. They could use the bulletin board, list the various occupations with the jargon underneath. When completed, this might provide a source of class discussion. Questions such as these might be brought up; How important is jargon? Do you really feel "at home" in a job until you learn the jargon? etc...

NEWSPAPER JARGON QUIZ

Suggested Subject Area and Grade Level: Language Arts.

Purpose: To make students aware of jargon used in occupations.

Activities:

1. Each student on the school paper staff will select one job family.

2. He will then research the jargon used by workers in that job family.
3. Each student will write a short paragraph utilizing as much jargon as possible.
4. Each issue of the school paper will publish one jargon paragraph as a quiz.
5. A prize may be given to the student who guesses the largest number of the job families.

SPECIFIC SUBJECT ACTIVITIES

SPEECH - DRAMA - DEBATE

ACTIVITY: PANTOMIME EXERCISES

AIM: Nonverbal communication is an integral part of the language arts, and skills of this nature are necessary to jobs in the areas of the performing arts.

Description: Everyone enjoys this one! It can be utilized in several ways.

1. Each student is assigned one pantomime. The others do not know which one; they haven't even seen any of them. "Actor" tries to get "audience" to understand his "act".

2. All students have the lists. Assign one number (secretly) to each student performer. One by one, each student acts. The rest of the class writes actor's name by the correct number.

Materials: The following exercise:

PANTOMIME EXERCISES

1. Go through a huge pile of clothes looking for a lost sock.
   You can't find it.

2. You are blind. Feel your way around an unfamiliar room.
   Someone's after you.

3. Chase a frog. Catch it. Hold it carefully.

4. You are sitting in a movie. Someone spills a coke down your back.

5. Listen carefully to a low sound and try to decide what it is.

6. You are at home alone. You hear scary footsteps in the next room.

7. Come home from school and smell cookies baking in the kitchen.

8. You are reading a book. You come to something mildly amusing. Then it gets a little funnier. It gets funnier and funnier until it really cracks you up.

9. You are painting your room. You spill some paint on the carpet. You hear your mother coming.

10. You are washing dishes. Someone has played a joke on you by hiding a mouse trap in the suds. Suddenly it catches you on the finger.

11. While getting ready for school, you accidentally mistake hair cream for toothpaste.

12. You are walking alone on a dark, spooky night. You wander into a graveyard.

13. A friend makes you a dog food sandwich for a joke. You take a bite and munch a while before you realize something is wrong.

14. You are a fashion model. You have to model a suit of armor that is so heavy you can hardly walk.

15. A friend has sneaked a raw egg into your back pocket. You sit down.

16. You have a date who's suppose to meet you at a bus stop. You wait and wait. He/She never shows up.

17. You're telling a friend a real spicy piece of gossip. You are so taken up with your story that you lean back and put your hand on a hot stove.

18. You're trying to study for a big test the next day. Your brother or sister keeps turning up the record player.

19. You get in an elevator. It goes up several stories and gets stuck between floors.

20. You are chewing gum in class. You cough and the gum gets stuck to your fingers. The teacher is glancing in your direction. You try desperately to get rid of the gum, but it gets stuck worse and worse.

21. You see a baby bird that has fallen from its nest. You carefully pick it up and gently put it back. A cat walks up looking hungrily at the bird. You try to stay between the cat and the tree. Finally you chase the cat away.

22. The best friend you ever had is leaving on a plane. You watch him or her walk out and climb the loading ramp. The huge jets roar--the plane thunders away, takes off, and gets smaller and smaller until it's just a tiny speck in the air.

23. You come out of a dark movie into the bright sunlight. You seem to have forgotten where you parked your bike. As you look around it gradually dawns on you that someone has stolen it. You get that scary, panicky feeling in the pit of your stomach. You look frantically around.

24. Someone who has been very mean to you walks by.

25. A relative is having a very serious operation. You are waiting anxiously. The doctor comes out and tells you he's all right.

26. You walk into a friend's house. No one is at home. You see something on a table that belongs to him or her. You want to take it. You pick it up. No one would ever know. But he's your friend. But he's sometimes mean to you. It's wrong to steal. You are torn between friendship and greed. You finally decide to do the right thing. You slowly replace the object. Then you feel good.

27. You're walking barefoot in soft, deep grass. Suddenly you step on the sharp stones of a gravel driveway. Then you get out of the driveway on to a side walk. It's blistering hot from the sun. You jump back into the cool, soft grass.

28. You are sewing. You stick yourself with the needle.

29. You are visiting a foreign friend. His mother serves you a strange food you've never seen before. It looks icky. You're careful, but you taste it. You don't want to hurt their feelings. You take another bite. Boy! Is that good!

30. You're walking in the woods. You run into a skunk and he lets you have it!

31. You take a big gulp of hot chocolate and burn your tongue. You get out an ice cube to put on the burn, but then it hurts your finger.

32. You pick up a baby kitten. It is wild and bites and scratches you.

33. You see a friend walking in front of a car. You see him get hit.

34. Open an old chest and find a skeleton!

36. Drive a nail--hit your thumb.

37. You are in an unfamiliar city. Ask a policeman to give you directions about how to get to a particular place.

38. A friend is telling you something, but he is on the other side of a crowded room and you cannot hear him.

39. You have secretely eaten a piece of the cake your mother was saving for a party. When she asks you about it, you confess.

40. You are on your way to school, and you suddenly remember that you have left your math homework on the kitchen table.

41. A friend across the room wants to know what time it is, but you do not have a watch and you don't know.

42. A very attractive girl/boy enters the room, and you want a friend seated some distance away to notice her/him.

43. You become angry when a friend refuses to pay you $2.00 which he has owed you for over 3 months.

44. Your coach wants you to run 15 laps around the gym, and you do not want to because you are very tired.

JOURNALISM & NEWSPAPER

BUILDING A LEAD

THE FIVE W'S AND 1 H

Who did it?

Whom are we talking about?

What happened?

What did someone do?

What kinds of events are going on?

When did it happen?

When will it take place?

Where did it happen?

Where will it take place?

Why did this event happen?

Why did someone do it?

Why is this going to be done?

What was the reason for it?

How did it happen?

How was it done?

How will it take place?

By what method was it accomplished?

BUILDING A LEAD

Pre-Test

Write an acceptable lead from each of the reporter's notes. Include at least one of the 5 W's and 1 H in each.

A. The PTA is sponsoring a bridge party in the cafeteria next Tuesday at 7:45 p.m. Prizes to be given at the party include hams, turkeys, and grocery orders. Tickets will be sold in the office both before and after school.

B. The school has arranged a place for students to stay during the rainy season. The rooms that are open before school are the library and rooms 32 and 33. During lunch students may also eat in these rooms.

BUILDING A LEAD
Worksheet

1. Bring two news stories from home which consist of five paragraph or more. Be prepared to identify the five W's and the 1 H in each.

2. Write a summary lead paragraph for each of the following groups of facts:

A.

WHO?	Mr. Howdy
WHAT?	New locker and shower rooms will be ready for use
WHEN?	In September
WHERE?	West Field
WHY?	To eliminate present overcrowding
HOW?	Being built now

B.

WHO?	Jim James
WHAT?	Killed in a light plane crash
WHEN?	Saturday, March 4, 1972, 11:34 p.m.
WHY?	FAA has crash under investigation
HOW?	Plane nose-dived into earth

3. Class discussion: How does a writer select the key thought for a lead?

4. Underline the word or group of words which you feel should be the key thought in each of the following statements. Be prepared to justify your choice.

    a. A brief Girls' Athletic Association meeting was held on September 30 in the girls' gym. Plans for the initiation of new members were discussed.

    b. At a meeting of hall guards held September 15, John Meyer, commissioner of law and order, briefed his new squad on the grounds and building rules.

    c. The sewing classes presented their annual fashion show and tea after school March 26 in the homemaking room. Mothers, girl friends, and faculty members were invited.

    d. The French Club discussed going to the Rod and Gun Club for a swim and picnic in the near future. The last club meeting was held on March 12, after school.

    e. The dance held by the Science Club October 29 was a big success. More than \$50. was cleared. The profits are to be used to purchase equipment to keep sea animals alive in the club's headquarters.

    f. Mrs. Norman Coleman, president of the PTA, extends a cordial invitation to all parents to attend the next meeting on, Tuesday, October 27, at 7:30 p.m. in the library. Mr. Eugene Baker, assistant superintendent of schools, will tell about the new report cards.

    g. Mrs. Ann Carter has announced that all Honor Society applications must be turned in to her by this afternoon at 3:00.

5. Rewrite the following leads. Be sure to keep in mind these hints as you improve them:

    a. Use a variety of beginnings
    b. Eliminate a, an, the, or there, as first words
    c. Keep the key thought first
    d. Delete or add information as you wish

A. The marching band presented unusual ceremonies to entertain spectators before the football game last Saturday.

B. The Girls' Chorus is preparing numbers for a program to be presented December 4 at the Kiwanis Club.

C. There was a good show of grades this six weeks as every class but the eighth grade has a representative on the all "A" honor roll.

D. A total of eight instrumentalists was successful in the auditions for the All-State band, chorus, and orchestra. The auditions took place October 30 at Johnson High.

E. The National Merit Scholarship Contest will be conducted October 24, according to Mr. Lewis McConneil, director of counseling. Approximately 30 students are to take the test.

F. There will be a bundle drive to collect used clothing for children in ten foreign countries, starting April 12. The Student Senate thrift committee is sponsoring the drive.

POST TEST

Write an acceptable lead from each of the reporter's notes. Include at least one of the 5 W's and 1 H in each.

A. Tuesday evening at 8 p.m. the PTA will hold a meeting. Dr. Erwin R. Dixon, principal of Federal Laboratory School, will give a talk on "Problems of Growing Up in A Modern World." Also on the agenda will be the installation of officers. Mrs. William Bell is the incoming president and Mrs. Thomas Jones, treasurer.

B. Mrs. Gail Rumsey, 4--H Club advisor, is astonished that the enrollment of members has doubled since last year. The large enrollment of 126 members has caused the club to be divided into two groups.

STINK-PINK (FUN)

This is a verbal quessing game. Clues are given by the teacher and the answer is a pair of rhymed words.

For one syllable answers: (HEALTH)

Teacher: "Stink-Pink: I wear a white uniform and ride in a long black limousine. I am a . . . ?"

Student: (Gleefully): "Hurse Nurse"!

For two syllable answers: (LANGUAGE ARTS)

Teacher: "Stinky-Pinky: I work with pen and paper to create stories. I wear a tall hat such as those worn by bishops. People call my hat the . . . ?"

Student: (Chuckling): "Writer Miter"

Note: Language Arts teachers can incorporate vocabulary words, here, as well as occupations.

For three syllable answers: (BIOLOGY)

Teacher: "Stinkely-Pinkely: I am the worst plant student in the class. You could call me the . . . ?"

Student: (Joyfully): "Rottenist Botanist"

Note: Teacher clues should not include any form of the word in the expected answer. Change the order--students quiz teacher or each other.

KEEP CAREERS IN MIND!

.. COMMUNICATIONS OCCUPATIONS ..

W R I T E R K L O Z A L C R I T I C M O I S O A

A P T A O E O C L E R T U L K Z Y O T L I I S N

C R O C Z P L O O X T F Y E J F T R L T L N J N

R U U T C O L U M N I S T C Z O C R A A L S A O

E Z X R M T N O P B T V W U Y T T S R O S R P N

S O O T L E D I T O R O T R O O U P S E T U E C

S I N T E R P R E T E R R E T R E O L E R C L E

A Q W E R T Y U I O P L K R T R A N S L A T O R

A U C T I O N E E R Z X C V B N M D O T T O T E

P S T O O Z A E R T U U B L I S H E R T O R Z K

T S O H L K R T N M B M H V R H T N R N R H M P

A S D F O H G J K L M N B V C X Z T E A C H E R

Q W E R T R N E W S B O Y Y U I O P M N M B X T

WORD LIST

Writer
Reporter
Columnist
Journalist
Editor
Interpreter
Auctioneer
Publisher
Critic
Correspondent
Teacher
Translator
Announcer
Actor
Lecturer
Artist
Illustrator
Actress
Instructor
Author
Newsboy

Find the Words listed above among the scrambled letters and circle.

The words may be spelled vertically, horizontally or diagonally.

GENERAL ACTIVITIES

ACTIVITY: MORE IDEAS!

1. Greeting Cards - A Unit

   Writing Verse

   Language Usage

   a. Spelling, Vocabulary

   b. Puns, Similies, Etc.

   Art Department could assist in sketching cartoons, colors, etc.

   Could be sold - Bring in business aspects

   Some people do these activities as their job! Imagine!

2. A well-planned and organized field trip to a radio station could be a perfect way to show the synthesis of language arts and occupations.

3. A writing unit could plan and develop a community. Start with a vacant lot and end with an entire community.

What is needed?

1st?

2nd?

Who is needed?

Names of occupation

Job description

SECTION FOUR

CAREER INVENTORY

1. Nature of work:
2. Personal traits required:
3. Aptitude required:
4. Physical requirements:
5. Training required:
6. What is the employment outlook?
7. What are the opportunities for advancement?
8. What salary, fringe benefits, hours would you expect in this kind of work?
9. Why do you think you would be successful in this occupation?
10. List three places you would look for this kind of work:
11. List some related fields of work or jobs you are interested in if you could not get your preferred work:

STUDY OF A CAREER

Research and Planning Outline Form

I. NAME OF THE CAREER OR CAREER FIELD ______________________________

A. Is there a DOT number for this career? ______________________

B. Other names often used for this career? ______________________

____

C. Reasons for selecting this particular career to study. ____________

____

II. HISTORY OF THE CAREER ______________________________

____

____

III. PEOPLE IN THIS CAREER

A. Approximately how many people are now employed in this career field? ______

____

B. Briefly discuss current employment trends relating to this career.

____

____

C. Where are jobs related to this career most often found? Why? __________

____

____

IV. DUTIES OF THIS CAREER

A. General duties ______________________________

____

____

B. Specific duties ______________________________

____

C. Hours of work ordinarily required ______________________

Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts, etc.)

____

____

V. QUALIFICATIONS OF WORKERS IN THIS FIELD:

A. Sex ____________________________________

B. Age ____________________________________

C. Health and physical ____________________________

____

D. Personality ________________________________

E. Experience ________________________________

____

F. Aptitudes _________________________________

G. Education (general level and type required) ______________

____

____

H. Other ___________________________________

____

I. What are the most common methods of entry into this career? ________

____

Which one would you choose? _______________________

Why? _____________________________________

____

VI. EDUCATIONAL PLANNING

A. Develop a complete high school program that would be the best preparation for this career, for entry into a post-secondary school if one is necessary for this career.

____

____

____

B. Are post-secondary vocational-technical schools involved in the preparation for this career. Give specific examples:

C. If you decide to attend a post-secondary school, what entrance requirements might you expect? What courses would you expect to take? What is the length of training? Cost of training?

D. Briefly describe any armed forces training opportunities that may relate to this career. ______

E. Is a college or university education required? If it is, consider the following important factors:

1. Length of college course ______
2. Specialized courses required for graduation or certification ______
3. Approximate cost per year (on-campus or off-campus) ______
4. What are the scholarships, loans or grants that you could apply for to help with the cost of this training? ______

F. Other Training (Discuss)

1. Is this an apprenticeable program? ______
2. Company training program ______
3. On-the-job training ______

VII. RELATED FIELDS

A. List and briefly describe several career fields related to the one you have chosen to explore. (Refer to occupational cluster posters.)

____

____

____

____

____

B. List other careers that could effectively utilize the training and experience.

____

____

____

____

VIII. FINDING A JOB IN THIS CAREER FIELD

A. Legal requirements for entry into this field ____________________

____

B. Public and/or private employment agencies that might be helpful in securing job in this field ____________________

____

____

C. Newspaper ads (attach to separate sheet several ads pertaining to this career)

D. Briefly describe the manner in which you would go about making a direct application for a first job in this field ____________________

____

____

E. List four local firms where employment in this career field could be found

____

____

____

F. If you were to make application for this job, whom would you use for recommendations? List three persons. (Refer to appendix A; Letter of Application)

____

____

____

G. Write a sample letter of application for this type of position on a separate sheet of paper and attach.

IX. EARNINGS

A. How much can you expect to make from this career?

1. Beginning salary? ________________________________
2. Average salary? ________________________________
3. Exceptional salary? ________________________________

B. What expenses might you have to meet in following this career?

____

____

X. THE NATURE OF THE JOB

A. List some benefits other than salary that you would expect to gain from this career ____

____

B. What hazards can you anticipate in this job field? ____________________

____

____

C. What organizations can you be expected to join? ____________________

____

____

D. What demands would this career place on a family? ____________________

____

____

XI. CAREER ADVANCEMENT

A. What are the chances for advancement in this field? ____________________

____

____

B. Would advancement require additional training? Explain ______________________

C. Would advancement require additonal duties? Explain ______________________

D. Could advancement require moving to another location? Explain ______________

E. Is there a need for continuing education to hold this position? Explain

XII. ARRANGE AN INTERVIEW WITH someone employed in this career field. Ask this resource person the same questions you have been exploring in this project and any additional questions you may have. Write a summary of this interview.

XIII. AFTER STUDYING THIS CAREER in depth, state why you would or would not be interested in making this your own career objective.

HOW TO FIND AND APPLY FOR A JOB

SELLING YOURSELF IN A PERSONAL INTERVIEW . . .

Keily - Walters

Question frequently asked during the employment interview

Placement Director Frank S. Endicott[1] of Northwestern University found that 92 employing companies often asked questions such as the following during employment interviews:

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a girl? Is it serious?
22. How much money do you hope to earn at age 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?
25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
26. What do you think determines a man's progress in a good company?
27. What personal characteristics are necessary for success in your chosen field?
28. Why do you think you would like this particular type of job?
29. What is your father's occupation?
30. Tell me about your home life during the time you were growing up.
31. Are you looking for a permanent or temporary job?
32. Do you prefer working with others or by yourself?
33. Who are your best friends?
34. What kind of boss do you prefer?
35. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?
36. Can you take instructions without feeling upset?
37. Tell me a story!
38. Do you live with your parents? Which of your parents has had the most profound influence on you?

---

[1] Frank S. Endicott, Survey of Well-Known Business and Industrial Concerns, (a report), Evansion, Illinois.

39. How did previous employers treat you?
40. What have you learned from some of the jobs you have held?
41. Can you get recommendations from previous employers?
42. What interests you about our product or service?
43. What was your record in military service?
44. Have you ever changed your major field of interest while in college? Why?
45. When did you choose your college major?
46. How do your college grades after military service compare with those previosly earned?
47. Do you feel you have done the best scholastic work of which you are capable?
48. How did you happen to go to college?
49. What do you know about opportunities in the field in which you are trained?
50. How long do you expect to work?
51. Have you ever had any difficulty getting along with fellow students and faculty?
52. Which of your college years was the most difficult?
53. What is the source of your spending money?
54. Have you saved any money?
55. Do you have any debts?
56. How old were you when you became self-supporting?
57. Do you attend church?
58. Did you enjoy your four years at this university?
59. Do you like routine work?
60. Do you like regular hours?
61. What size city do you prefer?
62. When did you first contribute to family income?
63. What is your major weakness?
64. Define cooperation!
65. Will you fight to get ahead?
66. Do you demand attention?
67. Do you have an anlytical mind?
68. Are you eager to please?
69. What do you do to keep in good physical condition?
70. How do you usually spend Sunday?
71. Have you had any serious illness or injury?
72. Are you willing to go where the company sends you?
73. What job in our company would you choose if you were entirely free to do so?
74. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
75. What types of books have you read?
76. Have you plans for graduate work?
77. What types of people seem to "rub you the wrong way"?
78. Do you enjoy sports as a participant? As an observer?
79. Have you ever tutored an underclassman?
80. What jobs have you enjoyed the most? The least? Why?
81. What are your own special abilities?
82. What job in our company do you want to work toward?
83. Would you prefer a large or a small company? Why?
84. What is your idea of how industry operates today?
85. Do you like to travel?
86. How about overtime work?
87. What kind of work interests you?
88. What are the disadvantages of your chosen field?
89. Do you think that grades should be considered by employers? Why or why not?
90. Are you interested in research?
91. If married, how often do you entertain at home?
92. To what extent do you use liquor?
93. What have you done which shows initiative and willingness to work?

Why prospective employees fail to sell themselves in interviews

Two placement office surveys have disclosed vital information as to why interviewees have failed to create a favorable impression. The Babson Institute Placement Office[2] summarized the negative impressions of 162 employing firms as follows:

1. Too interested in starting salary.
2. Uncertainty of wants in starting-job, or long-range goals.
3. Too much expected too fast.
4. Too theory-minded---feet not on the ground.
5. Too much stress on security compared to opportunity.
6. Failure to investigate company or industry.
7. Too "training program" minded.
8. Poor expression, orally or in written application.
9. Inability to sell himself.
10. Conviction of no opportunity in this area.

Placement Director Frank S. Endicott[3] of Northwestern University found that applicants were frequently rejected because of the following:

1. Poor personal appearance.
2. Overbearing--overaggressive--conceited "superiority complex"---"know-it-all."
3. Inability to express himself clearly--poor voice, diction, grammar.
4. Lack of planning for career--no purpose and goals.
5. Lack of interest and enthusiasm--passive, indifferent.
6. Lack of confidence and poise--nervousness--ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money--interest only in best dollar offer.
9. Poor scholastic record--just got by.
10. Unwilling to start at the bottom--expects too much too soon.
11. Makes excuses--evasiveness-hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy--ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacations--lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.

---

[2] Everett W. Stephens, Semi-Annual Salary and Employment Survey, Babson Park, Massachusetts.

[3] Frank S. Endicott.

37. Intolerant--strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High-pressure type.
50. Indefinite response to questions.

Due consideration of these valuable points of information should enable an applicant to prepare well for a halfhour which could be one of the most significant of his life.

INTERVIEWS

Submitted by: Cathy Stevenson, 11th and 12th speech. Mountain Home High School.

Purpose: Acquaint student with a business interview and its purpose.

Materials:

Text on giving an interview.

Businessmen and women of the local community.

Lesson Capsule

Assign students to interview local business or military people to see what they expect from employees in their respective businesses.

Have students discuss these requirements and what they feel is important in businesses. When possible have the businessman talk to the class on what is expected from an interview.

Compare and/or contrast the different views.

Language Arts skills are essential to effective communication.

Correct word choice and vocabulary enrichment are essential to effective verbal and written communication.

dear kid

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with polished shoes and a necktie. What was so special about him? Not experience, neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted a job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, many of the people who hire other people aren't "with" a lot of things. We know more about foxtrots than about discotheques and we have some stone-age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune us in.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you needed "bread for your pad." How you pay your rent is your problem, and your landlord's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he's working for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Look kid: The only time jobs grew on trees was while most of our country's manpower were wearing G. I.'s and pulling K. P. for all the rest of history you've had to get a job like you get a girl: "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find a fellow like that, they can't wait to unload some of their workers on him.

For both our sakes, get eager, will you?

REACT TO THIS!!!

JOB RESEARCH INTERVIEW FORMAT

Job: ______________________________ Student Name: ____________________

Employee's Name ____________________ Period: ________________________

Part I. Initiation:

Introduction and statement to indicate that you are researching the type of work that this employee does:

____

____

Part II. Exploration:

Examination of various aspects of this job as a career:

1. What are the qualifications needed by young people to obtain work to get a view of the job? ____

   ____

2. What are the requirements for a trained worker in this field:

   a. Educational and/or vocational training? ______________________

   ____

   b. Apprentice work needed or helpful? __________________________

   ____

   c. Personality type? ____

   ____

   d. Associates? ____

   ____

3. Practical Information about job:

   a. Hours: ____

   b. Salary: ____

c. Promotions: ______________________________

d. Vacation: ______________________________

e. Working Environment: ______________________________

f. Hospital and sick benefits: ______________________________

g. Pension: ______________________________

4. Description of the job:

a. Difficulty of work: ______________________________

____

b. Challenge: ______________________________

____

5. Employment outlook in the future for this field of work: ______________________________

____

____

6. What are the personal satisfactions and fulfillments to be gained from work in this area? ______________________________

____

____

____

7. What are the opportunities in Cobb County for getting training in this field of work? ______________________________

____

____

Part III. Closing the Interview:

Conclusion of interview with a courteous expression of appreciation for the help given by this employee:

____

____

____

____

SKILL ACTIVITIES

ACTIVITY: INTERVIEWING

AIM: To use exploration of jobs as a tool to learn interviewing skills.

Description: Students interview a parent, teacher, or other worker and fill in the form. Any unanswered blanks can be researched (i.e., Where can these jobs be found). Follow up activities could include:

a. Organizing an outline of the material

b. Writing a resume as if the student were this person applying for a subsequent job.

c. Students can be assigned specific job titles--or let them choose one of their own interest. Then they can research the answers.

Materials: The following form and pencil.

INTERVIEW FORM

POSITION OR TITLE

JOB DESCRIPTION

NUMBER OF YEARS IN PRESENT OCCUPATION

AMOUNT OF REQUIRED FORMAL EDUCATION

WORKING CONDITIONS

IS YOUR WORK ANY DIFFERENT THAN IT WAS TEN YEARS AGO? HOW? (Different Equipment or Tools, Easier?)

WHAT HAS MADE THE DIFFERENCE? (Inventions, Technological Improvements)

IS THERE ANYTHING YOU COULD HAVE DONE BEFORE YOU STARTED YOUR CAREER THAT COULD HAVE MADE YOU MORE SUCCESSFUL?

WHAT SCHOOL COURSES DO YOU FIND MOST USEFUL IN YOUR WORK?

HAVE YOU HAD TO RETURN TO SCHOOL TO RECEIVE ADDITIONAL TRAINING SINCE YOU BEGAN WORKING?

WHAT OTHER JOBS ARE OPEN TO YOU?

WHAT DO YOU LIKE TO DO IN YOUR SPARE TIME?

WHAT DO YOU LIKE BEST ABOUT YOUR JOB?

WHAT DO YOU LIKE LEAST ABOUT YOUR JOB?

IF YOU HAD TO CHOOSE AGAIN, WOULD YOU CHOSE THIS JOB?

WHERE ARE THESE TYPES OF JOBS FOUND?

WHAT ARE THE HOURS AND EARNINGS?

HOW WOULD YOU FIND A JOB IN THIS FIELD?

SKILL ACTIVITIES

ACTIVITY: GIVING AND FOLLOWING DIRECTIONS

AIM: To show the students the difficulties in explaining a simple task.

Description: In many job situations, the beginning worker needs training to perform certain tasks. Learning to give and follow directions are a necessary language skill.

Have students tell each other how to tie their shoe laces. Caution the "doer" to follow the directions of the "speaker" exactly; take nothing for granted.

As a follow-up, try writing the instructions.

Relate these activities to learning skills for jobs.

Materials: Students who are wearing tied shoes.

ACTIVITY: FILLING OUT JOB APPLICATION FORMS LEGIBLY

AIM: To acquaint students with actual forms and to use clear handwriting in following written directions.

Note: There are many follow-up activities that stem from this study:

a. Vocabulary of Terms

b. Discussion of Minors in the World of Work

c. The Language of the Legal Document

d. Discussion of How Unique Each Child's Application Is--He an Individual?

e. Why is Correct Spelling Important in Filling Out an Application?

APPLICATION FOR EMPLOYMENT OF MINOR

Section I STATEMENT OF PARENT, GUARDIAN OR CUSTODIAN

(This statement must be completed by the parent, guardian or custodian of this child and signed by the parent, guardian or custodian, and also by the child).

______________________________, ______________, 19___
(City or Town) (Month & Date)

I, the undersigned, hereby affirm that I am the ______________
(Parent, Guardian or Custodian)

of ______________________________, now residing at
(First Name) (Middle Name) (Last Name)

____
(Give Street and Number, City, County, State, Zip Code)

and that ________ is the __________ child of ______________
(He or She) (1st, 2nd, etc.) (Father's Name in Full)

______________ and ______________
(Mother's Maiden Name)

and was born in ____________, ______________, ____________
(City) (County) (State)

on the ________ day of __________, 19 ____, and is now ______ years of age,
(Month)

School last attended ______________, ____________, in ________
(Name of School) (Location) (Years)

Grade Completed ______________________________

Child will be employed by ______________________________
(Give Name of Firm and Address)

as ______________________________
(Occupation of Minor)

and I am willing that __________ be so employed, and ask that an employment certificate be issued to said child as provided by law.

(Signature of Parent, Guardian or Custodian)

(Address of Parent, Guardian or Custodian)

Signature of Child:

(Child Must Sign Own Name Here)

Take Advantage of Our Free Employment Services

Contact Your Local Office of Our Employment Security Division

Section 2

INTENTION TO EMPLOY (This form is to be filled out by Employer)

Date ____________________________, 19 ______

The undersigned intends to employ:

____

(Name of Minor) (Address of Minor)

in the capacity of ____

(Specific Occupation)

in the ____

for ______________ days per week, __________ hours per day, beginning ______

A. M. and ending __________ P. M.*

Full-time employment during school hours
Part-time or vacation employment only

(Cross out statement which does not apply)

____

(Name of Employer) (Business Address)

The undersigned intends to employ the above-mentioned minor immediately upon receipt of a certificate issued by the Department of Labor and agrees to comply with the provisions of the Statues and the Fair Labor Standards Act relating to the employment of minors.

____

(Signature of Employer or Authorized Agent)

____

---

* This information Must be provided.

Section 3

RECORD OF PROOF OF AGE

County or City of ______________________________ Date __________, 19 ______

Child ______________________________ ______________________________

(Name) (Address)

______________________________ ______________________________

(Father's Name in Full) (Mother's Maiden Name)

Date of birth shown on record ______________________________ Date of

(Month) (Day) (Year)

original issue ______________________________

Age shown on record ______ Place of birth ______________________________

(City) (County) (State)

Proof presented with this application.

________ (a) Birth Certificate

________ (b) Record of Baptism or Confirmation

________ (c) Bible Record

________ (d) Passport or Certificate of Arrival in the United States

________ (e) Insurance Policy at least one year old

________ (f) School Record

________ (g) Draft Registration Certificate

1. ______________________________

(Place of Issuance, Town and State)

2. ______________________________

(Number of Other Identifying Information)

3. If birth certificate, give Vital Statistics File Number ____________

I hereby certify that I have examined and approved the above evidence of age and that it has been in existence at least ________________years.

*

____
(Name and Address of Office)

____
(Signature of Person Making This Record)

---

*If birth date is verified by a notary public, county clerk, or other Public Officiant, the appropriate seal must appear at this place.

PERSONAL DATA SHEET

NAME: John Baker AGE: 19
ADDRESS: 319 Oak St., Bismarck, ND 58640 WEIGHT: 160
TELEPHONE: 255-3240 HEIGHT: 5'11"
MARITAL STATUS: SINGLE

EDUCATION: Elementary School: Cunningham School; graduated 1965
High School: Roosevelt High School; graduated 1969
Commercial course with general business major
Electives included business procedures and bookkeeping

PREVIOUS EMPLOYMENT: Clerk, National Insurance Co., 145 N. LaSalle St., Centerville,
June 1969 to present
Clerk, Check-Clearing Dept., State Bank, 917 Dearborn St., Centerville
June-September 1968
Supervisor: Mr. H. C. Smith

SCHOOL ACTIVITIES: Business Club, football team, Student Council

PRESENT INTERESTS: Photography, camping, record collecting

REFERENCES: Mr. T. R. Preston
Section Manager
National Insurance Co.
145 N. LaSalle St.
Centerville, Ill. 62201
Dearborn 2-9820

Mr. L. E. Fisher
Accounting Instructor, Roosevelt High School
2034 E. Main St.
Centerville, Ill. 62201
National 8-6880

Mr. P. A. Johnson
4839 South Blvd.
Centerville, Ill. 62201
Alpine 1-4906

CAREER EDUCATION

Grade: High School

Lesson in: General Career Information

General Objectives: To widen the students career information.

Specific Objectives: To draft and type a letter of application and personal data sheet.

Activities	Material
1. Students will cut out newspaper clipping of a job for which they would like to apply.	1. Newspaper
2. Using the clipping, the student will make out a letter of application, and a personal data sheet.	2. Typing materials
3. Teacher, or other students, acting as an interviewer will review the finished work.	3. Consider: "Your Job Interview" FSCSC

Submitted by: ____________________

School: ____________________

CAREER EDUCATION

Grade: High School

Lesson in: Attitude Development

General Objectives: To form attitudes, valuable impersonality development

Specific Objectives: To recognize the relation between punctuality and money in a work situation

Activities	Material
1. Eleven members of the class will simulate a business venture. Ten students will be employees, one student, the employer.	
2. For 3 consecutive days the enloyer will keep a record of absenteeism and tardiness.	2. Sample "time cards"
3. Each student-employees (late or tardy) will calculate the loss of time/money to the employer.	3. Varying pay scales for employees A-$1.60/hr. B-$1.90/hr. etc...

Submitted by: ____________________

School: ____________________

THE TONIGHT SHOW

Submitted by: John Bell, World History, Magnolia High School, Magnolia Public Schools.

Purpose: To relate careers to Language Arts through role playing.

Materials:

A setting for the show - chairs, desk, and desired accessories to set the mood for the Tonight Show. These are placed in the front of the class. Each person may dress in costume according to his career. Sound effects may also be used, such as a cassette recorder with Johnny Carson introduction and applause.

Lesson Capsule

Use the Johnny Carson "Tonight Show" to introduce major aspects of different careers and show the importance or relation of Language in them.

Discuss careers which have been of significance drama, journalism, etc., and select five for emphasis in this activity. Divide the class into committees to gather information about the careers selected. Each committees will select one of its members to appear as a guest on the show.

There should be a cast of six students (one will play Johnny Carson) who will present the research on different occupations and will, through role playing, bring out the interesting points of their different occupations. The student playing Johnny must be familiar with each occupation and have questions prepared for each. This can be an effective and interesting way of telling about occupations.

Observations

Role playing may be used in many varied situations. Different occupations could be used at other times. Also, many different television shows or scripts may be acted out.

JOB-HUNTING AND JOB-GETTING SKILLS

PERSONAL PROJECT

Activity: Creating a permanent "job folder" for students to keep, use, and update.

Students leaving high school, or desiring part-time or summer employment will find such a personal file invaluable in securing a job.

Amount the items the folder can contain:

1. Sample job application(s) - filled in
2. Resume
3. Information in this packet dealing with interviews
4. Samples of student's handwriting (one-page - felt tip pen on white paper)
5. Several recent photographs
6. Photographs of creative projects, hobbies, talents, etc.

Encourage the student to keep this file and keep it up-to-date ....

FURTHER LEARNING SOURCES

Check the District and Area Career Coordinators and your school media center. Also counsalors, other teachers, and base library.

GAMES:

"Careers"

"Generation Gap"

"Life Careers"

"Woman and Man"

KITS:

"Career and Survival Skills"

"Discovery" - filmstrips and casette tapes

"Interaction" - language arts units

"O.E.K." - occupation exploration kits

MAGAZINES:

"Career World" - excellent!

"Career Education Community Resources Guide" (Clark A.B.) or (create one for your base!)

BOOKS:

1. D.O.T. (Dictionary of Occupational Titles) - U. S. Department of Labor.
2. Everybody Wins: by Dorothy Jongeward (Addison Wesley)
3. Mannerisms of Speech and Gestures in Everyday Life by S.S. Feldman (Int'l. Press, N.Y.)
4. Speech-Communication: A Career Education Approach by Ray Nadeau (Addison Wesley)

5. Values Clarification - A Handbook of Practical Strategies for Teachers and Students by: Simon, Howe, and Kirschenbaum

6. I'm O.K.: You're O.K. by: Thomas Harries (Harper and Row)

7. Improvisation for the Theater by: Viola Spolin Northwestern University Press.

Many excellent, specific activities for drama classes, child and adult and step-by-step production preparation in formation. Also useful for initiating "awareness" discussion.

Note:

The District and Area Career Education people have specific units on drama, journalism, the newspaper, the T. V. industry, etc. Contact them!!!

ACKNOWLEDGEMENTS

1) *Values Clarification*: Simon, Howe, and Kirschenbaum.

2) *What do you say after you say hello?* Eric Bernie.

3) *Winning with People*: Jongeward and James.

4) *The 1973 Annual Handbook for Group Facilitators*: Jones & Pfieffer

5) *I'm O.K.; You're O.K.*: Thomas Harris

6) *How to Find and Apply For A Job*: Keiley & Walters

7) Claudio Johnson S.

8) Elliot John Tucker

9) John Elliot Tucker

Career Education and Music

CAREER EDUCATION AND MUSIC

Music as a career is unique in that one may spend 12 to 20 years preparing as an artist performer and realize limited financial gain from his efforts. At the same time, a relatively untrained performer may make a fortune in a very short period of time, due to the thrust of popular music and the many uses of media.

A youngster probably will be thinking of the latter area, for obvious reasons. A commonly ignored word of caution to these aspiring Dylans, Joplins and Warwicks: Very few of the thousands of rock performers make it! An even smaller number last very long. This week's "Golden Record" is forgotten tomorrow. A youngster, interested in his music will, of course, feel he will "make" it. There's nothing wrong with that. As educators, we should give him some tools to help him along the way.

In this paper, music as a career will be approached from three standpoints: Artist Musicians, Popular Musicians, and Business Oriented Fields. Music as an avocation will also be explored, as this where most people will find themselves.

ARTIST MUSICIANS

1. Artist Singer-Opera, Recital
2. Artist Instrumentalist-Soloist, small ensemble
3. Ensemble Instrumentalist-Symphony member
4. Composer
5. Ballet-Solo Performer, Ensemble Performer
6. Ensemble Singer-Chorus, Chorale, Small Ensemble
7. Opera Coach
8. Artist Teacher

PREPARATION

SECONDARY SCHOOL

1. Music Theory-one to two years: sight singing, ear training, staff comprehension.
2. Private Study-from as early an age as possible. For those who are in an area other than piano, piano study is highly recommended.
3. Participation in concerts and recitals, both in school and outside of school.
4. Objective analysis of potential of the student by musicians other than the school music teacher.
5. Composition, arranging, form and analysis would reinforce the developement of the young musician.
6. Dedication - In the form of practice, participation, ability to receive criticism, sacrificing other ventures to develop as musicians.

POPULAR MUSICIANS

*1. Popular singer, entertainer
*2. Rock performer
*3. Soul performer
4. Jazz performer
*5. Country and Western performer
6. Television Ensemble performer
7. Broadway Musical performer
    a. Star
    b. Ensembler performer
    c. Dancer
    d. Composer
    e. Arranger

PREPARATION

Because of the nature of popular music, some performers have "made it" with little or no background, while others have studied with great intensity with little or no success. For sustaining capability, that which would allow complete development of the youngster's potential, the following background is recommended.

SECONDARY SCHOOL

1. Music Theory - one to two years: sight singing, ear training, staff comprehension, chord analyzation.

2. Private study - Instrument of choice as well as guitar and piano.

3. Participation - Participation in school ensembles to learn rehearsal techniques, raise standards of acceptance, understand problems arising from dealing with personnel.

4. Private performance encouragement - Organization of personal groups to play for dances, concerts, etc. Arranging for these groups, rehearsing and producing professional appearing programs will help both the youngster and the teacher evaluate the potential of the performers.

5. The professions marked (*) are those where a youngster might find some success with little or no background. The problem once again is that of sustaining. Is a career over by age 19? or 29?

More often than not, many of the fields mentioned in popular music are avocations, rather than vocations. Due to the limited number of people who reach stardom and to the lack of employment stability among musicians, these positions will often be "moon lighting" type jobs. As a secondary job with another job as a security base, these positions bring extra money and great moments of success to the performer.

BUSINESS ORIENTED FIELDS

1. Business Agent
2. Manager
3. Producer
4. Educational Recording Producer
5. Teacher
    a. Artist
    b. Public School
    c. University
6. Commercial Store
    a. Recordings
    b. Instrumental Sales
    c. Sheet Music Sales
7. Piano Tuner
8. Instrument Repair

9. Instrument Construction
   a. Factory Produced
   b. Custom Made

PREPARATION

1. The Teacher - The same preparation as the Artist Musician stated in that section. Once again, analysis of the students' potential as a teacher is critical.

2. The Business Agent, Producer, Manager, Commercial Store Operator may or may not have extensive musical background. Fundamental business background would be necessary.

   a. Typing
   b. Business English
   c. Record Keeping
   d. General Business
   e. Accounting
   f. Marketing and Sales
   g. Promotion and Management
   h. Salesmanship

3. The Educational Recording Producer - Probably the same background as "The Teacher", as well as strong background in Language Arts. Also,

   a. Typing
   b. General Business
   c. Marketing and Sales
   d. Promotion and Management

4. The Commercial Store - Commonly, it is run by a musician with the background listed under "Teacher." This is not a hard and fast rule, however, particularly in the selling of recordings. Ohter background needed would be:

   a. Typing
   b. General Business
   c. Marketing and Sales
   d. Promotion and Management
   e. Salesmanship
   f. Accounting

5. Piano Tuner - Because of the intensity of this work, theoretical background is imperative. A piano tuner will also repair the instrument, so general skill with the hands will be necessary.

   a. Music Theory - one or two years

   b. Piano Study
   c. Woodworking and Crafts
   d. Metal Shop
   e. Finishing and refinishing materials

6. Instrument Repair - Once again, this field is generally filled by musicians who have had intensive theoretical training. The same skills listed under piano tuner would be recommended for the interested young instrument repairman.

7. Instrument Construction - This job may be filled by someone who has little or no musical training, particularly regarding mass produced instruments. Basic shop skills, as well as mathematics, will prepare the student for his apprenticeship. The custom construction field is a different story. These are tremendously skilled artist workers, who have the total background relating to the instrument. They quite commonly have a strong musical background.

MUSIC AS AN AVOCATION

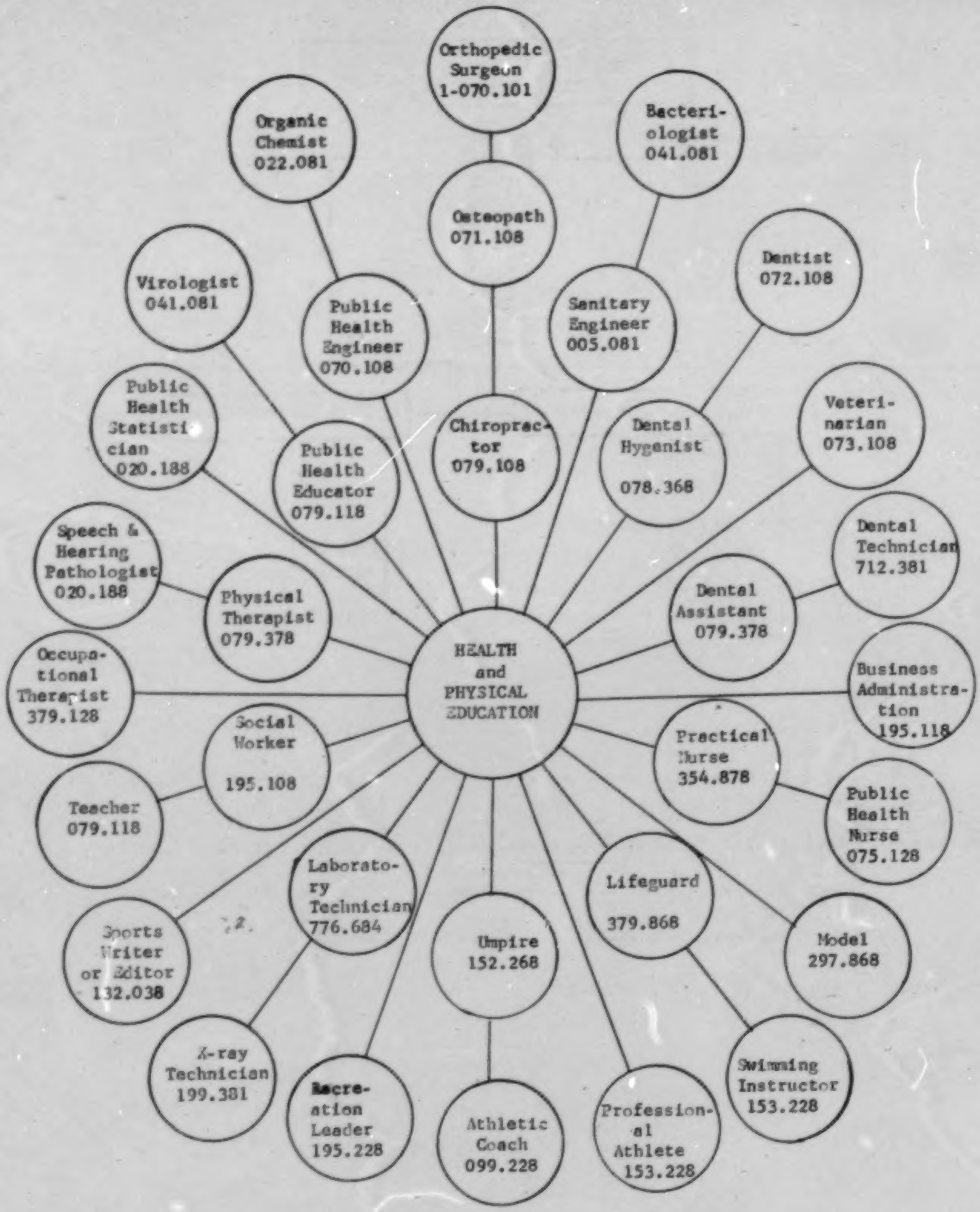
Music as an outlet for creativity, performance, frustration and joy is truly a meaningful avocation. Those adults who are constantly singing in community choirs, playing in volunteer symphonies, performing with groups as diverse as string quartets, or banjo quintets are adding to their lives stunning dimensions. The problem with this is: Few people take part in activities such as those mentioned above. It's quite commonly the same people repeatedly. The reason? Because of the low level of literacy among Americans in music, as well as, the fact many adults have been told since the third grade they weren't musical, people generally won't participate. Of all the young people who play in marching bands while in school, how many don't ever touch their horns again? Reason? They can't play without the guidance of their band master. He hasn't given them the tools to play by themselves, thus they are frustrated everytime they attempt to play. Thus they don't play. If, through the assimilation of basic skills, and elimination of auditioning little children for

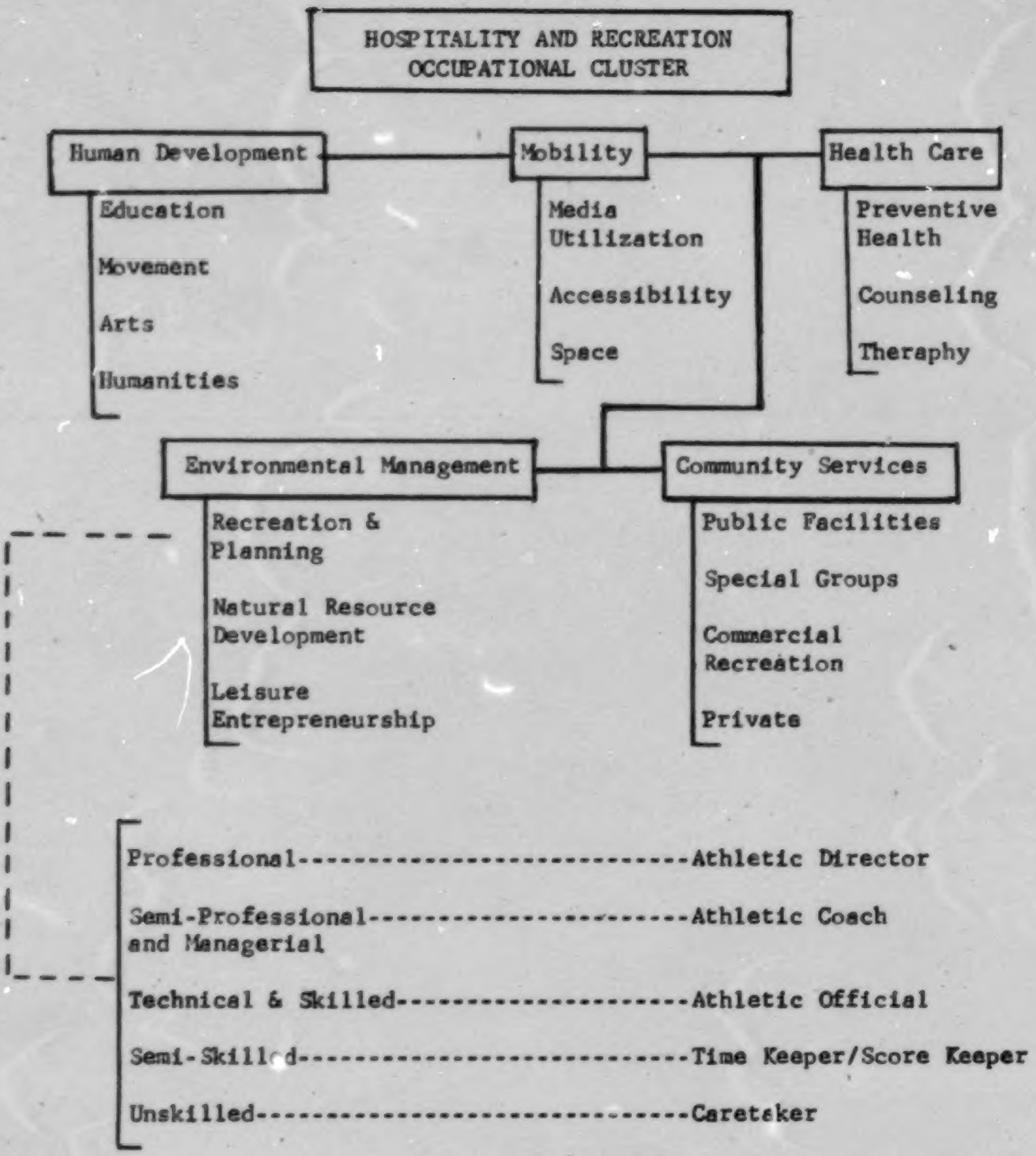
PTA productions, we can help our young people feel good about their participation in music, we will have more of these people as adults participating in concerts and choruses and orchestras, or probably most importantly in audiences, to appreciate the efforts of the participants.

Physical Education

Health & Leisure

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HEALTH AND PHYSICAL EDUCATION


HEALTH and PHYSICAL EDUCATION
Orthopedic Surgeon 1-070.101
Osteopath 071.108
Chiropractor 079.108
Organic Chemist 022.081
Public Health Engineer 070.108
Bacteriologist 041.081
Sanitary Engineer 005.081
Dentist 072.108
Dental Hygenist 078.368
Virologist 041.081
Public Health Educator 079.118
Public Health Statistician 020.188
Veterinarian 073.108
Speech & Hearing Pathologist 020.188
Physical Therapist 079.378
Dental Technician 712.381
Dental Assistant 079.378
Occupational Therapist 379.128
Business Administration 195.118
Social Worker 195.108
Teacher 079.118
Practical Nurse 354.878
Public Health Nurse 075.128
Laboratory Technician 776.684
Lifeguard 379.868
Model 297.868
Sports Writer or Editor 132.038
Umpire 152.268
X-ray Technician 199.381
Swimming Instructor 153.228
Recreation Leader 195.228
Athletic Coach 099.228
Professional Athlete 153.228



HOSPITALITY AND RECREATION
OCCUPATIONAL CLUSTER

Human Development
- Education
- Movement
- Arts
- Humanities

Mobility
- Media Utilization
- Accessibility
- Space

Health Care
- Preventive Health
- Counseling
- Theraphy

Environmental Management
- Recreation & Planning
- Natural Resource Development
- Leisure Entrepreneurship

Community Services
- Public Facilities
- Special Groups
- Commercial Recreation
- Private

Professional----------------------------Athletic Director

Semi-Professional----------------------Athletic Coach
and Managerial

Technical & Skilled--------------------Athletic Official

Semi-Skilled---------------------------Time Keeper/Score Keeper

Unskilled------------------------------Caretaker

Simulated or Work Experience for Hospitality and Recreation Occupational Cluster

Professional-------------	Athletic Director:	Set up supervised play activities with elementary students.
Semi-Professional-------- and Managerial	Athletic Coach:	Coach team of students in activities that are being conducted.
Technical and Skilled----	Athletic Official:	Call the sport activities or referee the activity.
Semi-Skilled-------------	Score Keeper:	Keep accurate report of the activity that is being done.
Unskilled----------------	Caretaker:	Take care of the area where the activity is taking place. Both before and after the activity.

CAREER EDUCATION ACTIVITIES FOR PHYSICAL EDUCATION

Concept: Career

Subconcept: Vocational preparation requires skill development.

Activity: The student will demonstrate, through outside jobs (work study). Leader is programs the skills which qualify him for further education in health, physical education, and recreation.

Concept: Career

Subconcept: Work experience facilitates career decision-making.

Activities: P.E. Interested students will assist in such volunteer jobs as working with little league, boy and girl scouts.

P.E. Student assistants will coordinate game planning, grounds maintenance, uniform maintenance, ticket collection, game announcement, and game reporting.

Concept: Career

Subconcept: Work experience facilitates career decision-making.

Activities: Student will evaluate his work and discuss his results with someone who has experience in his major field of interest.

Concept: Career

Subconcept: Transferable knowledge will facilitate retraining.

Activity: P.E. The student will consult with people in physical education related fields to find out the trends that are developing. From this he can determine the skills he will need to keep abreast of these trends.

Concept: Self

Subconcept: A positive concept of self enables the individual to enter and function in the working world.

Activity: P.E. Student will use analysis of his physical makeup and somato-typing to determine an awareness of his physical limitations so as to develop the proper attitude in approaching the physical activity he selects.

Concept: Self

Subconcept: An individual may be suited for many different occupations.

Activity: P.E. A student interested in the health, physical education or recreational occupational areas will developed a plan of action that includes work experience and training necessary to reach his goal.

Concept: Society

Subconcept: Society is dependent upon the work of many people.

Activities: P.E. The student will discuss the effects on a community if the physical education program was halted or the playgrounds were not open to the public during the summer.

P.E. The student will analyze the pros and cons of professional athletic strikes (e.g., the NFL players strike of 1974).

Concept: Technology

Subconcept: Technological development has been one of slow change until recent times.

Activity: The student will through group cooperation, develop presentations, demonstrations and explanations of new equipment and activities in sports resulting from the development of technology within the past two decades.

Concept: Technology

Subconcept: Through technology man uses his creative ability and resources in a work setting.

Activity: The student will participate in three minute "rap" sessions discussing new resources, technology and creativity employed in the development of equipment and supplies used in the various sports areas being studied.

Concept: Awareness

Activity Title: "Hut One, Hut Two, Hut Three"

Purpose: To make students aware of professions in the field of physical education.

Activities:

I. Have students research how physical education is important in selected persons lives.

II. Have students talk to persons in the community as to their career and leisure time.

III. Have students research what a P.E. teacher, coach, recreation director, etc., needs to know.

IV. Have students research a sport (e.g. skiing) determining the other occupations that are vital to the enjoyment of the activity.

V. Have the students discuss how the development of new sports scene, including the impact of additional occupations needed to accomodate the sport.

VI. Have students research the bibliography of professionals in the field of physical education.

CAREER DEVELOPMENT ACTIVITIES

Broad Objective: To acquaint the student with planning a summer program.

Have the students supplement their unit on recreational activities, by setting up a summer recreational program.

Suggested Techniques:

1. Acquaint students with types of recreational sports offered in summer programs.
2. Make a list of people involved and facilities needed to operate a summer program.
3. Make a general list of activities that could be offered if personnel and facilities would be available.
4. Have students assist in making up lists under suggested techniques 2 and 3.
5. Have students select five summer activities or as many as might be suitable to your community. Set up a summer recreational program. Programs should start on June 1st and end on August 31st. The groups will run the class through the various physical fitness programs needed for the jobs. Each group should have one class period to perform this.
6. For an evaluation the teacher should make up a quiz on the different exercises, degrees of physical fitness, and which jobs they are related to.

Resource Materials: Any Recreational Sport Handbook
Recreational Director
Coaches

CAREER DEVELOPMENT ACTIVITIES

Broad Objective: To acquaint the students with the need for physical fitness in the job world.

Activity:

Invite a speaker into your class who must be physically fit to properly carry out their jobs, e.g. highway patrol, fireman, policeman, professional dancers.

Suggested Technique:

1. Discuss with the class, different types of jobs which require a person to be physically fit. Bring out during this discussion the fact that different degrees of physical fitness.
2. Invite a speaker and have him or her demonstrate the physical fitness program they have to go through to maintain their job.
3. Demonstrate the physical fitness qualifications required to get a job in the field.

CAREER DEVELOPMENT ACTIVITIES

Broad Objective: Acquaint students with the need for physical fitness in obtaining certain types of jobs.

Activity:

Have student groups investigate the physical fitness requirements for a group of jobs and administer the class.

Suggested Technique:

1. Divide class into a number of groups.
2. Each group will investigate the physical fitness requirements for a job.
3. Each group will administer the physical fitness requirements test they investigated to the remainder of the class in an employer - employee relationship.

Resource Materials:

Career Briefs

Occupational Outlook Handbook

Boss Personnel
  Security Police
  Fire Department
  Pilots
  Construction - Civil Engineering
  Jungle Survival School

CAREER DEVELOPMENT ACTIVITIES

Broad Objective: To acquaint the students with the various jobs associated with physical education.

Activity:

Have the students make a bulletin board on jobs related to physical education.

Resource Materials:

1. Construction paper.
2. Cut pictures magazine.
3. Lettering guides.

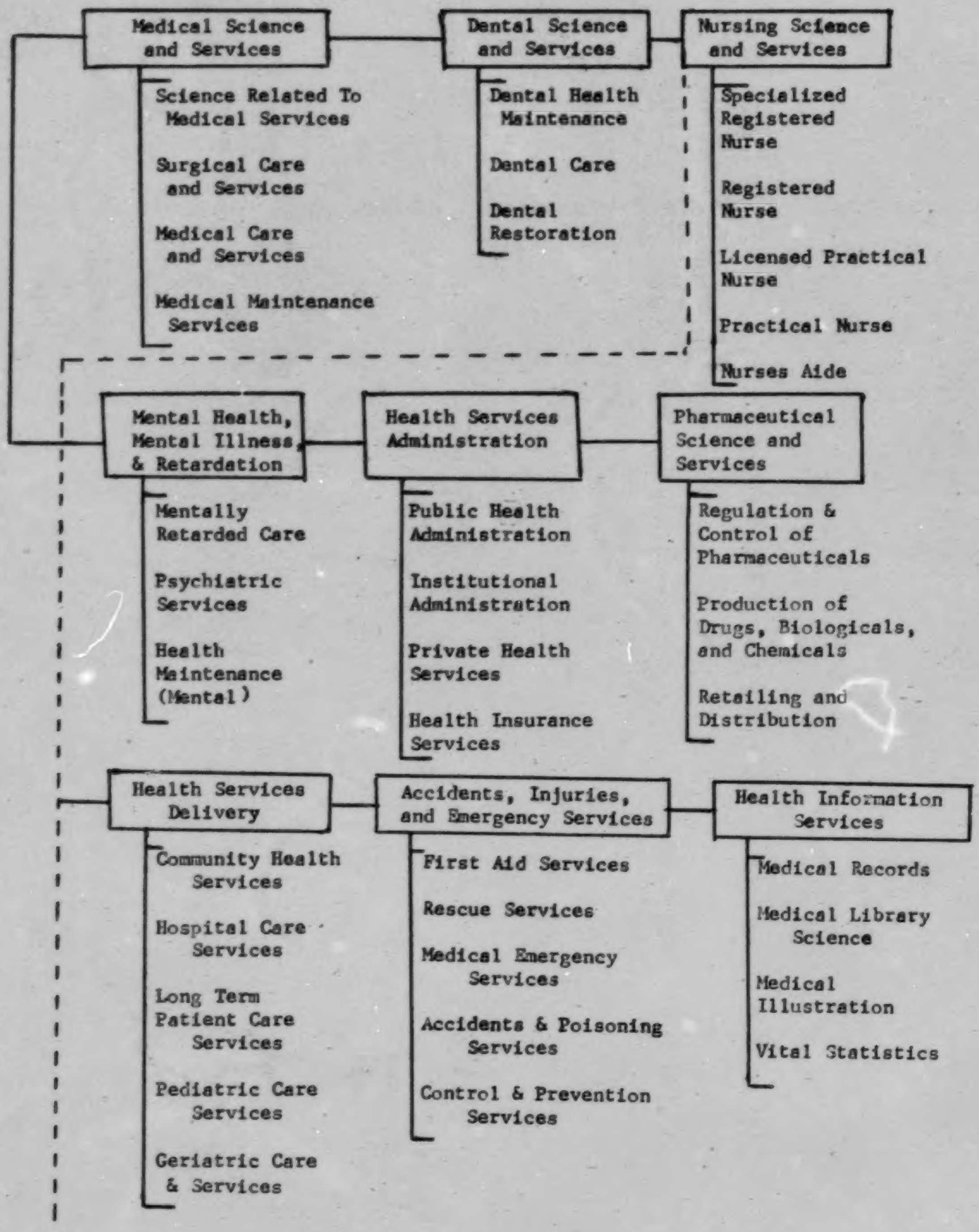
JOBS RELATED
TO
PHYSICAL EDUCATION

HEALTH
- BARBER
  HAIRDRESSER
- DOCTOR
  DENTIST
  ETC.
- DIETICIAN
  DRUGGIST

REC. SPORTS
- HOSPITAL RECREATION WORKER
- MILITARY RECREATION WORKER
  Etc.

PHYSICAL FITNESS
- GYM OPERATOR
- APPARATUS DESIGNER
  Etc.

HEALTH OCCUPATIONAL CLUSTER


Medical Science and Services
Science Related To Medical Services
Surgical Care and Services
Medical Care and Services
Medical Maintenance Services
Dental Science and Services
Dental Health Maintenance
Dental Care
Dental Restoration
Nursing Science and Services
Specialized Registered Nurse
Registered Nurse
Licensed Practical Nurse
Practical Nurse
Nurses Aide
Mental Health, Mental Illness, & Retardation
Mentally Retarded Care
Psychiatric Services
Health Maintenance (Mental)
Health Services Administration
Public Health Administration
Institutional Administration
Private Health Services
Health Insurance Services
Pharmaceutical Science and Services
Regulation & Control of Pharmaceuticals
Production of Drugs, Biologicals, and Chemicals
Retailing and Distribution
Health Services Delivery
Community Health Services
Hospital Care Services
Long Term Patient Care Services
Pediatric Care Services
Geriatric Care & Services
Accidents, Injuries, and Emergency Services
First Aid Services
Rescue Services
Medical Emergency Services
Accidents & Poisoning Services
Control & Prevention Services
Health Information Services
Medical Records
Medical Library Science
Medical Illustration
Vital Statistics

HEALTH OCCUPATIONAL CLUSTER continuation

- Biologic Science and Technology
  - Bio-Medical Electronics Technology
  - Biology
  - Bio-Chemistry
  - Bio-Physics

Professional-----------------Dietitian
Semi-Professional and Managerial-------------Registered Nurse
Technical & Skilled-----------Practical Nurse
Semi-Skilled-----------------Nursing Aid
Unskilled--------------------Orderly

Simulated or Work Experiences for Health Occupational Cluster

Professional	Dietitian:	Help with the management and food service activities of the school cafeteria.
Semi-Professional and Managerial	Registered Nurse:	Work with the county health nurse in the administrative area releting to primary students health records.
Technical and Skilled	Practical Nurse:	Visit on a weekly basis an elderly person in the community where they could care in general for the person's welfare.
Semi-Skilled	Nursing Aid:	Work with the kindergarten children.
Unskilled	Orderly:	Help keep things clean in the kindergarten.

HEALTH ACTIVITIES

I. Concept: Awareness

Activity Title: "I'm Joe's Nervous System"

Purpose: To make the student aware of the "specialization" of careers that are concerned with body systems. (e.g. Nervous system, neurologist, brain surgeon).

Activities: The instructor should list the body systems and have the student define the systems and associate them with the various parts of the body. The students should then research specific health careers that are charged with the responsibility of caring for that part of the body.

II. Concept: Awareness

Activity Title: "Your Job is Showing"

Purpose: To help students to become aware of the relationship between health and job.

Activities: I. Have students do a case history of someone who has experienced physical and/or related mental problems caused by their jobs.

II. Discuss why it is important to choose a job wisely because of the relationship between job and health.

III. Discuss the effect of a physical or mental problem has upon the successful performance of a job.

CAREER DEVELOPMENT ACTIVITIES

Broad Objective: To acquaint the students with various health careers.

Activity: A bulletin board on health careers.

Suggested Technique:

1. Put up bulletin board on health careers.

2. Discuss with the students:

   a. Why study health?
   b. School courses needed to qualify for various occupations.
   c. Drawbacks and satisfactions in the different occupations.
   d. Kind of compensation that may be expected.
   e. etc.

3. Students could make up bulletin board themselves.

Resource Materials:

Posters on Health Education

Sample topics that could be incorporated into existing classes include:*

a. Physical Education - emphasis on sports one is liable to participate in the future; more emphasis on individual than on team sports:

   1) bowling
   2) ping-pong
   3) tennis
   4) swimming
   5) golf
   6) skiing
   7) yoga
   8) jogging
   9) bridge
   10) chess
   11) mahjong

b. Science - awareness of the world around us: teach toward appreciation of nature as a whole, rather than breaking it down into isolated units of artificial structure and function.

   1) Outdoor education - camping, survival training, mountain climbing.
   2) Field studies of local flora and fauna, geology, astronomy, marine life, etc.
   3) Art - skills and hobbies with an emphasis on crafts. Introduction to a variety of activities inexpensive and not requiring a lot of equipment.
      1) macrame
      2) rug making

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*Developed by Janice Caldwell.

   3) flower making

   4) lapidary

   5) leather work

   6) skill craft

d. Home Economics - Emphasis on homemaking with practicality as the measuring stick.

   1) bachelor cooking

   2) pattern drafting

   3) simple home repairs - plumbing, small appliances, etc.

   4) stretch and sew with knits

   5) flower arranging

e. Social Studies - emphasis on knowing what is going on in the world; being an intelligent observer/participant; forming opinions; filtering messages from the media.

   1) reading newspapers and magazines critically

   2) critical evaluation of media news coverage

   3) games: "Facts in Five", bridge, chess, mahjong

   4) understanding stocks and bonds, escrow, investments

f. Language Arts - emphasis on critical selection of reading and viewing material; increasing awareness and understanding of art forms.

   1) reading for pleasure

   2) critiquing films

   3) attendance at contemporary live theatre

   4) understanding opera

   5) games: scrabble, cocktail party conversation

   6) watching TV intelligently

g. Foreign Language - emphasis on communicating with speakers of other languages; ability to get around and function in a foreign country

   1) conversational everything

   2) traveling abroad - tips on what to do, where to go

   3) field trips to other countries, (e.g., a 2 week chartered flight could take students to several oriental countries right here in the Pacific Area.)

h. Math - emphasis on math for daily use; consumer math

   1) preparation of income tax forms

   2) making and sticking to a budget

   3) make your own conversion chart

   4) using mini calculators

   5) math in games: billiards, cards, sports: batting average, ERA's, score keeping

i. Career Ed - emphasis on exposure to a wide variety of occupations through active participation

   1) do-it-yourself auto repair

   2) journeyman/apprentice programs

   3) Salary expectations from various occupations

Science Education

Is what students make of it

Life is real.

Science is real.

Students are real.

All too often we do not make all three of these real things get together in a way that seems realistic to the student. It is hoped that the material in the handbook will help you make these things fit together in the minds of the students so that young people get the most out of your class, enough to last beyond the years in school. All science classes contain information that is of use in some vocations and some hobbies and avocations.

Six elements that you should try to include in your class are resource persons, field trips, role playing, occupational awareness, subject matter tie-in and manipulative activity. Through the relation of subject matter to different occupational areas, student learning skills are strengthened and awareness of career characteristics is increased.

The laboratory processes used in many of the science classes are simulations of the job skills and processes used in many occupations. The teacher should make the students aware of what skills relate to what jobs and hobbies.

Even though there are very few people on base who deal with pure research in the sciences, there are large numbers of people within the realm of the professional, semi-professional, and technical levels who do use Physics, Chemistry, Biology and other scientific information all of the time. These people are one of the best, and most realistic ways of relating your subject to the real world. Bring them into your classroom or go to them with your class, or preferably, have a small group of particularly interested students visit them.

The following information and work pages I hope will help you and your students. Some of the material may be used from any section of or from other disciplines. All of the material is available in the media center office.

RECOMMENDED ACTIVITIES FOR ISCS CLASSES (IPS. Etc.)
Biology, Chemistry, Physics

1. Have students investigate at least two job opportunities by using the SRA material that is listed under each of the unit title. To do this have students take the CHECK LIST FOR INVESTIGATING JOBS and have them fill in the information that they get.

2. It is recommended that you have at least one guest speaker from the base come to your class representing each of eight topics covered by units. (At least 8 speakers for the year) Have the students fill in a CHECK LIST FOR INVESTIGATION JOBS for the class visit. This should be done for hobby areas as well.

3. Arrange for the visit of a small group of about four or five students to visit an area of base where a type of work is done that corresponds to their general desired are and have them present the information gained as a very short report to the class. (Just five minutes)

4. Have copies of all other Science Texts that are used in the school in the classroom. Have the students make a list of why each of the science classes offered in the school would be beneficial or not in a tentative career field for both vocational and avocational or hobby interests. (Have physics, chemistry and biology students visit class and answer questions)

5. On a few occasions, after some of the students have completed some CHECK LISTS FOR INVESTIGATING JOBS, have a student volunteer to role play the part of a guest speaker in the field that he has looked up and be interviewed by the class.

6. During some of the work time have the students go through the Career games in the work experience resource center, Media center or Counselors office.

7. Have some students make a bulletin board of occupations related to a general study area (such as Meteorology).

8. Have some students make a bulletin board of hobbies and activities related to a general study area (such as geology).

9. Have students look in the want ads of at least two newspapers in the base library for job opportunities within the general area they have shown some interest in and have them turn in a short paragraph describing job openings for them and how this type of job is obtained.

10. Have the student list the level (Professional, Semi-Professional, Technical and Skilled, Semi-Skilled, or Unskilled) for the job he is interested in and have him try to tell why that is the "best" level for him.

11. Have the student attempt to complete a short activity that would simulate the work experience of the job he has chosen. (Some examples are given in the Biology and Physics material as well as the page on Simulated Work Experience for Agri-Business and Natural Resources Occupational Cluster.)

12. There are a series of other exercises in the "Hodge Podge" section that deal with job-awareness and self-awareness, that it is recommended that (if you feel competent to do so) you use on some occasions when time permits. These activities are not only enjoyable for the students, but they really do let him know more about himself.

13. In the real world, rewards are not given on a bell curve, but are related to some concept of productivity. It is recommended that each student sign a contract with the teacher stating what he is going to do during each quarter and how much is to be completed by the mid-quarter point and by the end of the quarter.

    a. It is recommended that students recognize the idea that on the job, productivity is rewarded by money and that grades are just like money in that they represent a reward for productivity. Therefore, some predetermined scale for A's B's C's and D's must be established and followed. This means that if all of the students meet the predetermined scale for A's than all of the students would achieve that grade. (The same is also true for lower grades)

    b. It is recommended that if the student comes to class on time regularly and does some work that he be given a welfare grade and passed, but that he must sign a statement each week that he recognizes that he has not been productive to the degree that he is capable and that if he had been on a job he would have been fired and now he needs welfare to survive.

14. It is suggested that Transactional Analysis be used in the class by the teacher so that he can deal more effectively with students. (Refer to the Transactional Analysis in the Hodge Podge section, or the book Winning with People, Addison Wesley Publishing Company, Menlo Park, California. A copy of this should be in every professional library.

15. There is further information in the entire career education book that is available in the media center or office. The information in the entire book has been developed for other disciplines might be helpful if you are interested in further implementing more career orientation in your class.

16. It is recommended that you use the Career Survival Skills Kit, by Charles E. Merrill Publishing Company. (There are two of these kits in the District III Office.) Some of these sheets could be run off and kept so that a substitute could have them for an alternative plan for a day or two in case the lesson plans you have for the day do not work for the substitute.

Every base has many people that work in some level of the fields shown below. Get hold of an example from each of the types of occupations and have them interviewed by the class. Have the students fill in the CHECK LIST FOR INVESTIGATING JOBS Clusters in classes. (For a listing of some jobs related to this field, look under the following sections of the job clusters shown at the front of the booklet.)

PHYSICS

- Agri-Business
  - Semi-Professional

- Marine Science Occupations
  - Semi-Professional and Managerial
  - Technical and Skilled

- Transportation Occupations
  - Professional
  - Semi-Professional

- Construction Occupations
  - Professional
  - Semi-Professional

- Manufacturing Occupations
  - Professional
  - Semi-Professional

- Health Occupations
  - Professional

- Environmental Occupations
  - Professional

BIOLOGY

- Consumer Home Economics Occupations
  - Professional
  - Semi-Professional and Managerial

- Marine Science Occupations
  - Professional

- Agri-Business Occupations
  - Professional

- Health Occupations
  - Professional
  - Semi-Professional
  - Technical
  - Semi-Skilled

- Environmental Occupations
  - Professional
  - Semi-Professional
  - Technical and Skilled

- Personal Service Occupations
  - Professional

CHEMISTRY

- Agri-Business Occupations
  - Professional
  - Semi-Professional
  - Technical and Skilled

- Manufacturing Occupations
  - Professional
  - Semi-Professional

- Health Occupations
  - Professional
  - Semi-Professional

- Environmental Occupations
  - Professional
  - Semi-Professional

- Personal Service Occupations
  - Professional

- Personal Service Occupations
  - Professional

- Personnel Service Occupations
  - Professional

I.S.C.S.

Each of the following Units of study within the program of I.S.C.S. have the SRA Occupations listed that might apply. Most schools have the SRA job descriptions. It is recommended that the student uses the CHECK LIST FOR INVESTIGATING JOBS that is included here and investigate at least one job for each unit that the student is working on.

IN ORBIT (Astronomy)

- Aerospace Engineers
- Aerospace Industries Manufacturing Workers
- Aerospace Technicians
- Astronomers
- Engineers, Aerospace
- High School Teachers
- Teachers, College
- Writers, Science
- Writers, Technical

WHAT'S UP (Space Science)

- Aerospace Engineers
- Aerospace Industries Manufacturing Workers
- Aerospace Technicians
- Armed Forces
- Astronomers
- Biochemists
- Chemical Engineers
- Engineering Technicians
- Engineers, Aerospace
- Engineers, Electrical
- Engineers, Metallurgical
- Engineers, Nuclear
- Industrial Engineers
- Machinists
- Managers, Administrative
- Mechanical Engineers
- Metallurgical Engineers
- Petroleum Engineers
- Physicists
- Physics, Technicians
- Pilots, Airline
- Teachers, College
- Teachers, High School
- Technical Writers
- Tool and Die Makers
- Writers, Science

WHY YOU'RE YOU (Genetics)

- Agricultural Engineers
- Biochemists
- Botanists
- Cattlemen
- Counselors, School
- Criminologists
- Dairy Farmers
- Dentists
- Farmers, Fur
- Horticulturists
- Hospital Administrators
- Ophthalmologists
- Osteopathic Physicians
- Teachers, College
- Teachers, High School
- Writers, Science
- Writers, Technical
- Zoologists

INVESTIGATING VARIATIONS (Human Differences)

Anthropologists
Architects
Buyers
Camp Counselors
Clergymen
College Student Personnel Workers
Counselors, Rehabilitation
Counselors, School
Criminologists
Decorators, Interior Designers
Designers, Industrial
Detectives
Elementary School Teachers
Employment Service Interviewers
Kindergarten and Nursery School Teachers
Labor Relation Workers
Lawyers
Managers, Administrative
Manufacturers' and Wholesalers' Salesmen
Marketing Research Workers
Nurses, Licensed Practical
Nurses, Public Health
Nurses, Registered
Parole Workers
Physicians
Psychiatric Social Workers
Psychiatrists
Psychologists
Public Relations Workers
Religious Vocations
Sociologists
Teachers, College
Teachers, High School
Therapists, Occupational
Writers, Science
Writers, Technical

CRUSTY PROBLEMS (Geology)

Agricultural Engineers
Archaeologists
Cartographers
Federal Civil Service Workers
Geographers
Geologists
Geophysicists
Museum Workers
Scientists, Soil
Teachers, College
Teachers, High School
Writers, Science

WINDS AND WEATHER (Meteorology)

Airline Dispatchers
Airline Pilots
Airport Managers
Federal Civil Service Workers
Marine Workers
Meteorologists
Oceanographers
Teachers, College
Teachers, High School
Writers, Technical

WELL BEING (Health Science)

Bargers
Beauty Operators
Biochemists
Chiropractors
Clinicians, Speech and Hearing
Coaches, Athletic
Counselors, Camp
Counselors, Rehabilitation
Counselors School
Dairy Technologists
Dental Assistants
Dental Hygienists

Dental Laboratory Technicians
Dentists
Dietitians
Elementary School Teachers
Food Technicians
Home Economists
Hospital Administrators
Hospital Attendants
Hygienists, Industrial
Inhalation Therapists
Laboratory Assistants, Medical
Laboratory Technicians, Dental
Licensed Practical Nurses
Medical Assistants
Medical Laboratory Assistants
Medical Librarians
Medical Technologists
Microbiologists
Nurses, Licensed Practical
Nurses, Public Health
Nurses, Registered
Occupational Therapists
Opticians
Optometrists
Oceopathic Physicians
Pathologists
Pediatricians
Pharmacists
Pharmacologists Physical Therapists
Physicians
Public Health Sanitarians
Radiologic Technologists
Radiologists
Rehabilitation Counselors
Teachers, College
Teachers, High School
Writers, Science
Writers, Technical

ENVIRONMENT SCIENCE (Ecology)

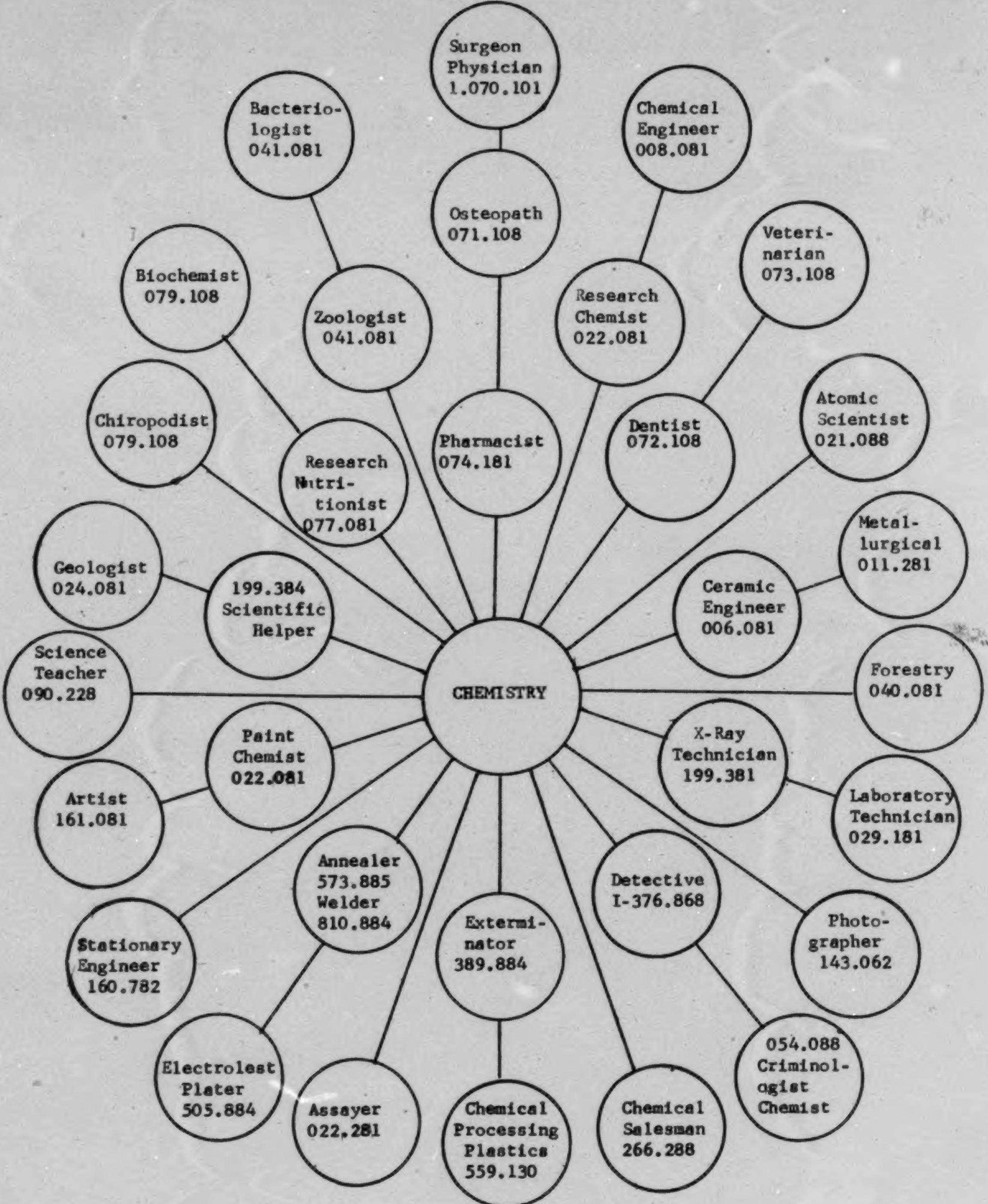
Agricultural Engineers
Architects
Architects, Landscape
Biochemists
Botanists
City Planner
Civil Engineers
Counselors, Rehabilatation
Crop Scientists
Designers, Industrial
Embalmers, Funeral Directors
Engineers, Highway
Engineers, Mining
Engineers, Petroleum
Engineers, Safety
Engineers, Sanitary
Engineers, Traffic
Federal Civil Service Workers
Fire Protection Engineers
Forests Technicians
Foresters
Gardeners and Grounds Keepers
Geographers
Geologists
Industrial Hygienists
Managers, City
Managers, Traffic
Managers, Wildlife
Microbiologists
Nurserymen and Landscapers
Sanitary Engineers
Teachers, College
Teachers, High School
Tree Experts
Writers, Science
Zoologists

CAREERS RELATED TO SCIENCE

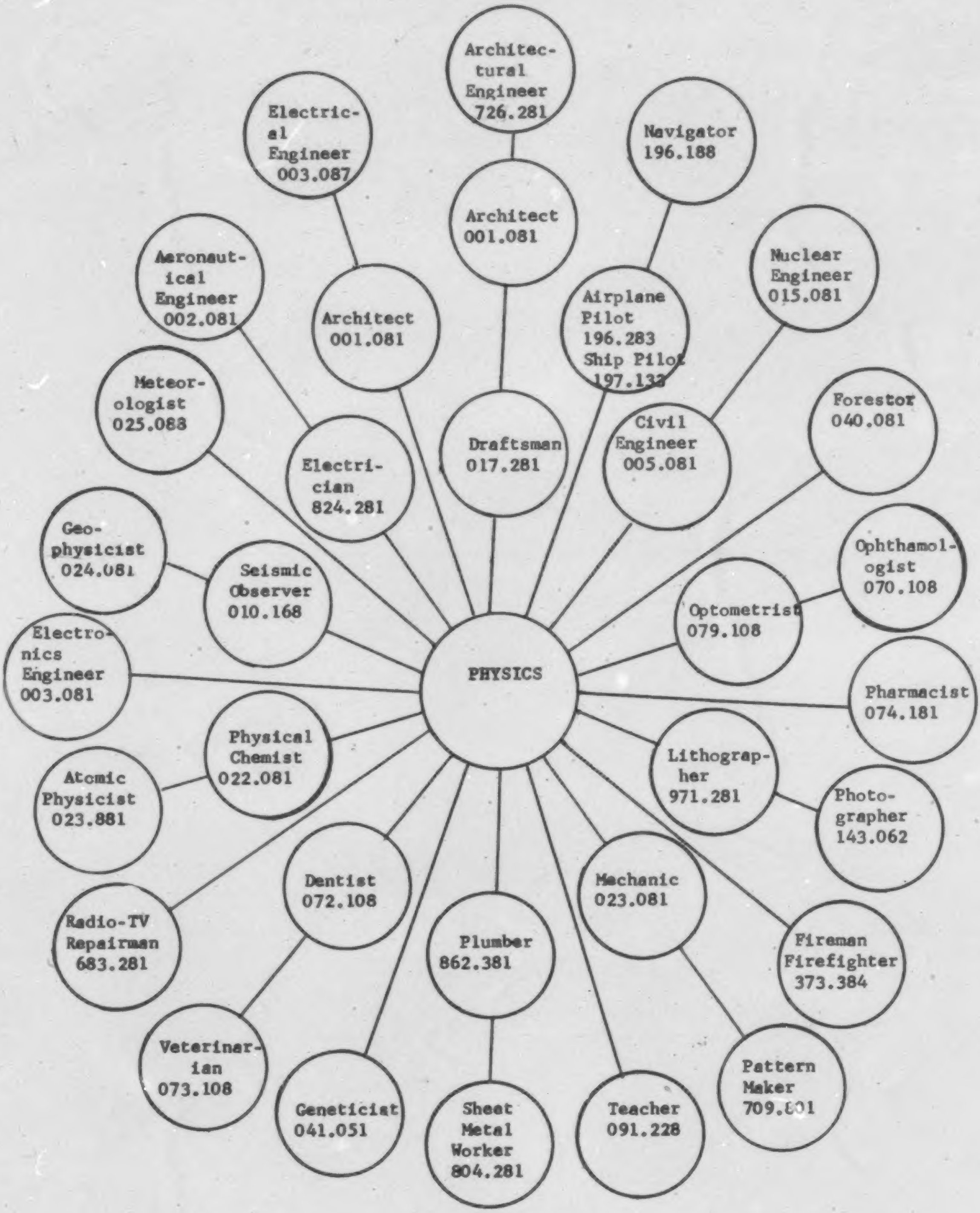
LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAINMENT
I B. A. or above	Occupational Therapist Psychologist Psychiatrist Dietician	Sales Engineer Mfg. Electronic Equipment	Anthropologist Chemist Medical Technologist Astronautic Engineer Mathematician Physician Biologist Botanist Veterinarian Pharmacist Nurse Dentist Chiropractor	Agronomist Wildlife Specialist Range Management Specialist Horticulturist Country Agent Landscape Architect	Curator Science Teacher Physical Education Teacher	
II High School Plus Technical	Mortician	Pharmaceutical Salesman Medical Secretary Chemical Secretary Salesman Scientific Supplies & Equipment	Biological Research Aide Dental Technician Dental Hygienist Optometrist Medical Technician Weather Observer Practical Nurse Embalmer	Floriculturist Nurseryman Tree Surgeon Fish Culturist Soil Conservation		Botanical Artist
III High School Graduate	Masseur		Taxidermist Glass Blower Dry Cleaner Textile Technician Lab Technician	Landscape Gardener Poultryman Truck Gardener Apiarist		

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAINMENT
IV Less Than High School Graduate			Veterinary Hospital Attendant Zoo Caretaker Nurse's Aide	Lumber Inspector Nursery Employees		Animal Trainer Photographic Technician

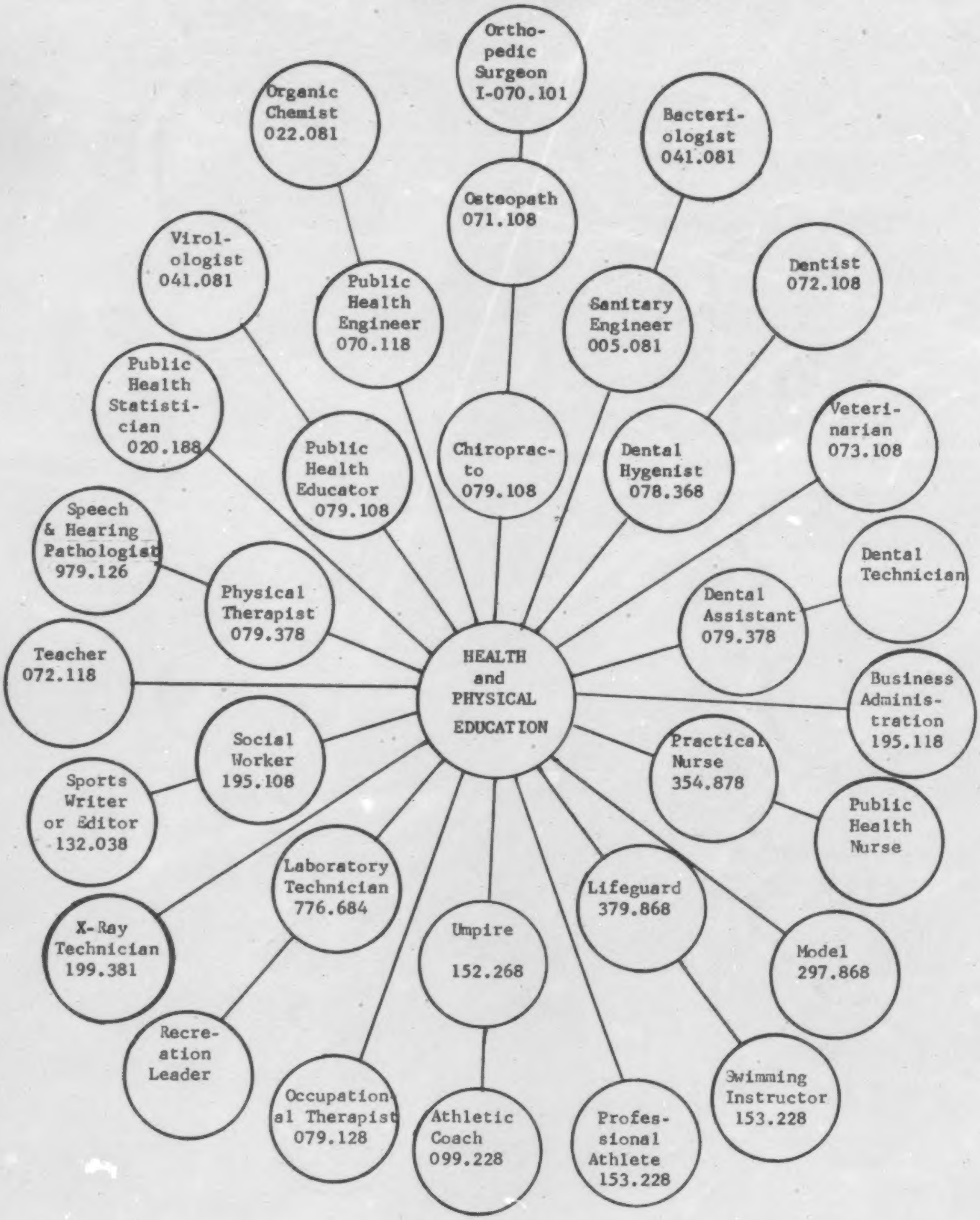
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY



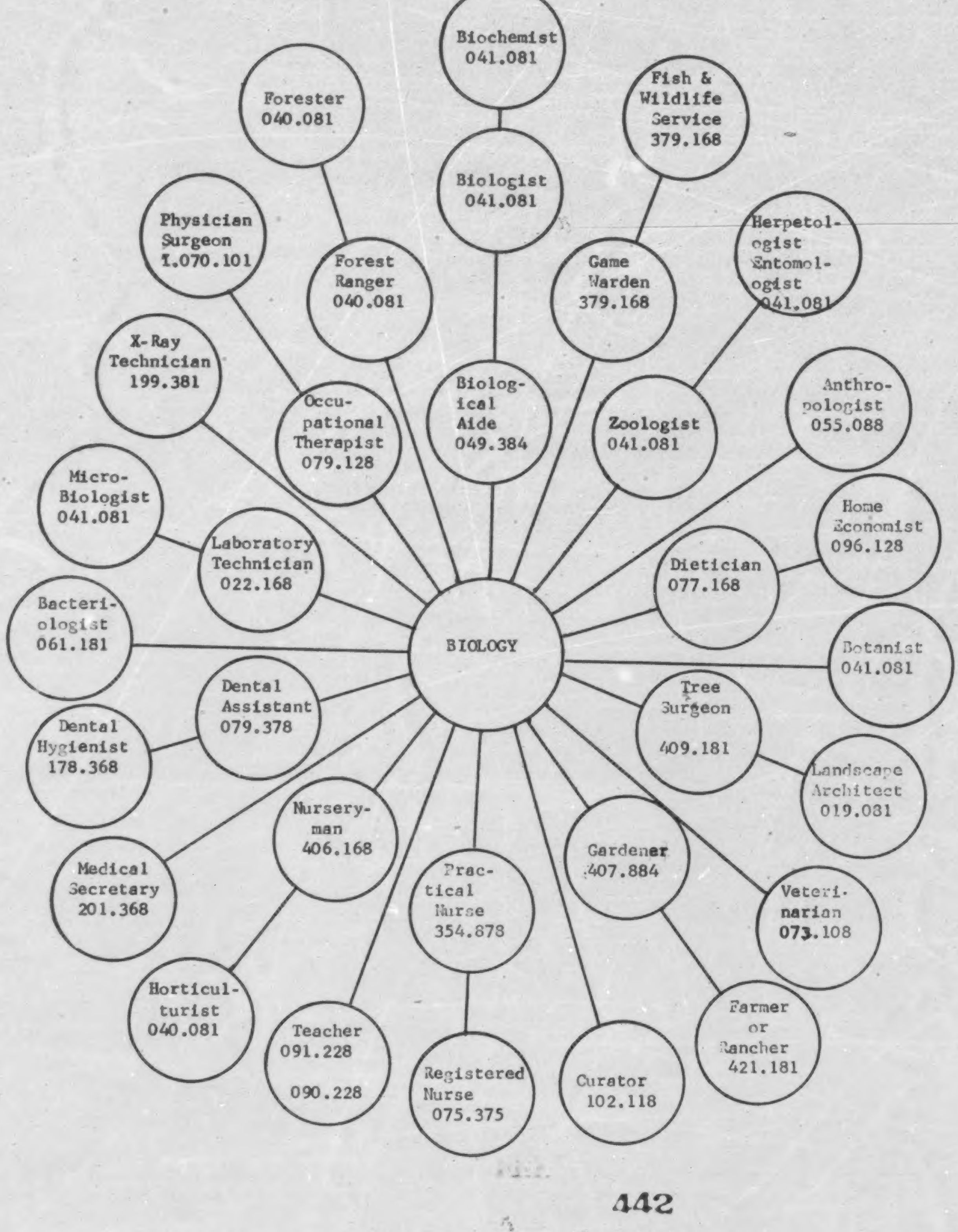
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN PHYSICS



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HEALTH AND PHYSICAL EDUCATION


HEALTH and PHYSICAL EDUCATION
Ortho-pedic Surgeon I-070.101
Osteopath 071.108
Chiropracto 079.108
Organic Chemist 022.081
Public Health Engineer 070.118
Bacteri-ologist 041.081
Sanitary Engineer 005.081
Dentist 072.108
Dental Hygenist 078.368
Virol-ologist 041.081
Public Health Educator 079.108
Public Health Statisti-cian 020.188
Veteri-narian 073.108
Speech & Hearing Pathologist 979.126
Physical Therapist 079.378
Dental Technician
Dental Assistant 079.378
Teacher 072.118
Business Adminis-tration 195.118
Social Worker 195.108
Sports Writer or Editor 132.038
Practical Nurse 354.878
Public Health Nurse
Laboratory Technician 776.684
X-Ray Technician 199.381
Lifeguard 379.868
Model 297.868
Umpire 152.268
Recre-ation Leader
Occupational Therapist 079.128
Athletic Coach 099.228
Profes-sional Athlete 153.228
Swimming Instructor 153.228

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BIOLOGY



CHECK LIST FOR INVESTIGATING JOBS*

Employment Prospects

Are workers in demand today? Is employment in this occupation expected to increase or decrease?

Nature of the Work

What is the work of a typical day, week, month, a year? What are all the things a worker may have to do in this occupation, the pleasant things, the unpleasant things, the big and little tasks, the important responsibilities and the less glamorous details? Are most of the workers employed by private industry, by government, by some other kind of organization, or are they self-employed? Are most of the employing organizations large or small?

Work Environment

In what kind of surroundings is the work done? Hot, cold, humid, dry, wet, dusty, dirty, noisy? Indoor or outdoor? Is the worker exposed to sudden changes of temperature, offensive odors, vibration, mechanical hazards, moving objects, burns, electric shock, explosives, radiant energy, toxic conditions, or other hazards? Does he work in cramped quarters, in high places, or in any other unusual location? Are lighting, ventilation, and sanitation adequate? Does he work with others, near others, or alone? If with others, what is his relationship to them, and does it place him in a position of superiority, inferiority, or equality?

Qualifications

Age. What are the upper and lower age limits for entrance and retirement?

Sex. Is this predominantly a male or female occupation? Are there reasonable opportunities for both? Is there any more active demand for one than for the other?

Height and weight. Are they any minimum or maximum requirements? What are they?

Other physical requirements. Are they any other measurable physical requirements, e.g. 20/20 vision, freedom from colorblindness, average or superior hearing, physical strength, etc.?

Aptitudes. Has there been any research on aptitudes required, e.g., minimum or maximum intelligence quotient, percentile ranks on specific tests of mechanical aptitude, clerical aptitude, finger dexterity, pitch discrimination, reaction time, etc.?

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* Robert Hoppock, "A Check List of Facts about Jobs for Use in Vocational Guidance", American Psychologist.

Interests. Have any vocational interest tests been validated against workers in this occupation?

Tools and equipment. Must these be supplied by the worker at his own expense? What is the average cost?

Legal requirements. Is a license or certificate required? What are the requirements for getting it?

Unions

Is the closed shop common or predominant? If so, what are the requirements for entrance to the union? Initiation fees? Dues? Does the union limit the number admitted?

Discrimination

Do employers, unions, or training institutions discriminate against Negroes, Jews, others?

Preparation

Distinguish clearly between what is desirable and what is indispensable.

How much and what kind of preparation is required to meet legal requirements and employers' standards?

Where can one get a list of approved schools?

How long does preparation take? What does it cost? What does it include?

What kind of high school or college program should precede entrance into the professional school? What subjects must or should be chosen?

What provisions, if any, are made for apprenticeship or other training on the job?

Is experience of some kind pre-requisite to entrance?

Entrance

How does one get his first job? By taking an examination? By applying to employers? By joining a union? By registering with employment agencies? By saving to acquire capital and opening his own business? How much capital is required?

Advancement

What proportion of workers advance? To what? After how long and after what additional preparation or experience?

What are the related occupations to which this may lead, if any?

Earnings

What are the most dependable average figures on earnings by week, month or year?

What is the range of the middle 50%?

Are earnings higher or lower in certain parts of the United States or in certain branches of the occupation?

Letter To Resource Person

Dear ______________________________

My students are studying ____
We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job.
2. Duties.
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life.
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others.
11. Do you need to get along and cooperate with other workers.
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a days' work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Subject area ______________________
Number of students ______________
Description of facilities and equipment available ___________________________
____

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

Number and Distribution of Workers

Are the workers evenly distributed over the United States in proportion to population, or concentrated in certain areas? Where? Why?

Can a person practice this occupation anywhere that he may wish to live?

Do conditions in small towns and rural areas differ materially from those in urban centers? How?

With what kinds of tools, machines, and materials does he work? Must he walk, jump, run, balance, climb, crawl, kneel, stand, turn, stoop, crouch, sit, reach, lift, carry, throw, push, pull, handle, finger, feel, talk, hear, or see? Must he travel? Where and when?

Advantages and Disadvantages

Who do workers say they like best and least about their jobs?

Are hours regular or irregular, long or short? Is there frequent overtime or night work? Sunday and holiday work?

What about vacations?

Is employment steady, seasonal, or irregular? Does one earn more or less with advancing age?

Is the working lifetime shorter than average, e.g., professional atheletes.

Are the skills acquired transferable to other occupations?

Is the work hazardous? What about accidents, occupational diseases?

In comparison with other occupations requiring about the same level of ability and training, in what ways is this one more or less attractive?

STUDY OF A CAREER
Research and Planning Outline Form

I. NAME OF THE CAREER OR CAREER FIELD ____________________

A. Is there a DOT number for this career? ____________________

B. Other names often used for this career? ____________________

____

C. Reasons for selecting this particular career to study. ____________________

____

II. HISTORY OF THE CAREER ____________________

____

____

III. PEOPLE IN THIS CAREER

A. Approximately how many people are now employed in this career field? ______

____

B. Briefly discuss current employment trends relating to this career.

____

____

C. Where are jobs related to this career most often found? Why? ____________

____

____

IV. DUTIES OF THIS CAREER

A. General Duties ____________________

____

____

B. Specific Duties ____________________

____

C. Hours of work ordinarily required ____________________

D. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts, etc.)

____

____

V. QUALIFICATIONS OF WORKERS IN THIS FIELD:

A. Sex ____________________

B. Age ____________________

C. Health and physical ____________________

____

D. Personality ____________________

E. Experience ____________________

____

F. Aptitudes ____________________

____

G. Education (general level and type required) ____________________

____

____

H. Other ____________________

____

I. What are the most common methods of entry into this career? ____________________

____

Which one would you choose? ____________________

Why? ____________________

____

VI. EDUCATIONAL PLANNING

A. Develop a complete high school program that would be the best preparation for this career, for entry into a post-secondary school if one is necessary for this career.

B. Are post-secondary vocational-technical schools involved in the preparation for this career. Give specific examples:

C. If you decide to attend a post-secondary school, what entrance requirements might you expect? What courses would you expect to take? What is the length of training? Cost of training?

D. Briefly describe any armed forces training opportunities that may relate to this career.

E. Is a college or university education required? If it is, consider the following important factors:

1. Length of college course
2. Specialized courses required for graduation or certification
3. Approximate cost per year (on-campus or off-campus)
4. What are the scholarships, loans or grants that you could apply for to with the cost of this training?

____

____

F. Other Training (Discuss)

1. Is this an apprenticeable program? ______________________

2. Company training program ______________________

____

3. On-the-job training ______________________

____

VII. RELATED FIELDS

A. List and briefly describe several career fields related to the one you have chosen to explore. (Refer to occupational cluster posters.)

____

____

____

____

____

B. List other careers that could effectively utilize the training and experience.

____

____

____

____

VIII. FINDING A JOB IN THIS CAREER FIELD

A. Legal requirements for entry into this field ______________________

____

B. Public and/or private employment agencies that might be helpful in securing a job in this field ______________________

____

____

C. Newspaper ads (attach to separate sheet several ads pertaining to this career)

D. Briefly describe the manner in which you would go about making a direct application for a first job in this field ____________________

____

____

E. List four local firms where employment in this career field could be found

____

____

____

F. If you were to make application for this job, whom would you use for recommendations? List three persons. (Refer to Appendix A; Letter of Application)

____

____

____

G. Write a sample letter of application for this type of position on a separate sheet of paper and attach.

IX. EARNINGS

A. How much can you expect to make from this career?

1. Beginning salary? ______________________________

2. Average salary? ______________________________

3. Exceptional salary? ______________________________

B. What expenses might you have to meet in following this career?

____

____

X. THE NATURE OF THE JOB

A. List some benefits other than salary that you would expect to gain from this career ______________________________

____

B. What hazards can you anticipate in this job field? ______________________________

____

____

C. What organizations can you be expected to join? ______________________________

____

____

D. What demands would this career place on a family? ______________________________

____

____

XI. CAREER ADVANCEMENT

A. What are the chances for advancement in this field? ______________________________

____

B. Would advancement require additional training? Explain ______________________________

____

____

____

C. Would advancement require additional duties? Explain ______________________________

____

____

D. Could advancement require moving to another location? Explain ______________________________

____

____

E. Is there a need for continuing education to hold this position? Explain:

____

____

____

XII. ARRANGE AN INTERVIEW with someone employed in this career field. Ask this resource person the same questions you have been exploring in this project and any additional questions you may have. Write a summary of this interview.

XIII. AFTER STUDYING THIS CAREER in depth, state why you would or would not be interested in making this your own career objective.

CHEMISTRY OBJECT RESEARCH

Purpose: To make the student aware of the processes involved in producing a chemical product.

Activities: Assign each student an object used in a chemistry class. Objects that could be assigned might be chalk, sulfuric acid, an analytical bacteria, a flask, etc. The student is then to research the background of the object, answering such questions as:

(a) Where is it made?
(b) How is it made?
(c) What materials are used?
(d) What chemical processes are involved?
(e) What types of workers were involved in the manufacturing of the object in order to get it to the classroom?

"SEE, HEAR, SMELL, AND TOUCH"

Purpose: To help the student relate life science to careers.

Activities: Have the student list different things around them that they can see, hear, smell, and touch. (This exercise might take place outside of the school building.)

Following the above exercise, have the students list the types of work that might be associated with the survey list prepared by the students. A further activity would be to have the students determine if the careers mentioned involve working with people, data, or things. This activity could be further expounded by the use of the D.O.T. (Dictionary of Occupational Titles) in researching the occupations.

POSITIONS REQUIRING CHEMISTRY SKILLS

Purpose: To make available to the students a file of skills taught in chemistry classes needed for specific jobs in the Boise Valley.

Activities: Make a file relating specific skills covered in the chemistry class with specific processes used on the job in Boise Valley. Start collecting a file of materials that show how various skills and knowledge taught in the chemistry class are used on the job in Boise Valley. These materials include photographs and slide showing workers using the skills or knowledge. It might be a taped interview with a worker explaining how he uses specific skills or materials used on the job such as infrared specific skills or knowledge taught in a Chemistry class. The file might also include materials used on the job such as infrared spectragraphs and paper chromatography sheets.

"I'M JOE'S NERVOUS SYSTEM"

Purpose: To make the student aware of the "specialization" of careers that are concerned with body systems. (e.g. Nervous systems, neurologists, brain surgeon)

Activities: The instructor should list the body systems and have the student define the systems and associate them with the various parts of the body. The students should then research specific health careers that are charged with the responsibility of caring for that part of the body.

"HUT ONE, HUT TWO, HUT THREE"

Purpose: To make students aware of professions in the field of physical education.

Activities: I. Have students research how physical education is important is selected persons lives.

II. Have students talk to persons in the community as to their career and leisure time.

III. Have students research what a P.E. Teacher, Coach, Recreation Director, etc., needs to know.

IV. Have the students research a sport (e.g. skiing) determining the other occupations that are vital to the enjoyment of the activity.

V. Have the students discuss how the development of new sport scene, including the impact of additional occupations needed to accomodate the sport.

VI. Have students research the bibliography of professionals in the field of physical education.

"YOUR JOB IS SHOWING"

Purpose: To help student to become aware of the relationship between health and job.

Activities: I. Have students do a case history of someone who has experienced physical and/or related mental problems caused by their jobs.

II. Discuss why it is important to choose a job wisely becuase of the relationship between job and health.

III. Discuss the effect a physical or mental problem has upon the successful performance of a job.

LOST ON AN ISLAND

Purpose: To help students gain problem solving abilities through awareness of a simulated occupational situation.

Activities: Have the class pretend they have wrecked on an island and there is no way they can get help from the outside. Therefore, they will have to make up a new community. Have the students list all the different types of occupations they will need to survive and various skills they will need in these occupations.

"HOO-RAY" PEOPLE ARE DIFFERENT"

Purpose:
1. To acquaint the students with individual differences.
2. To promote appreciation of how individual differences affect career decisions.
3. To encourage students to investigate their own individual characteristics.

Activities: Hand out a list of several occupations and hobbies which are grouped in 4's. Have the students put a check in front of the occupation or hobby which they are most interested in, in each group.

Sample:

Teacher
Shoemaker
Waitress
TV Repairman

Farmer
Doctor
Psychiatrist
Librarian

Hunting
Motorcycling
Horse riding
Skiing

Water Skiing
Fishing
Reading
Travel

Crochet
Coin Collecting
Ceramics
Sports

Stamp collecting
Hair setting
Cooking
Music

The next objective could be accomplished through class discussion which would be stimulated from the various answers obtained from the "Interest List" and from leading questions such as:

1. What kind of community would you have if everyone chose the same occupation?

2. Do you suppose physical characteristics are involved in helping a person to determine an occupation best suited for him?

The last objective could be accomplished by using one or several fictitious characters in which interests seemed to point to a specific job cluster area. Have each student examine his own "Interest List" and determine a job cluster area in which his interests may fall.

The next four exercises are examples of the type of material found in the 1973 Annual Handbook for Group Facilitators. By: Jones and Pfeiffer, Iowa City, Iowa.

These exercises and others can be found there. The article on Transactional Analysis also came from the same publication. Other articles are found there on Value Clarification and other group guidance techniques.

A good place to look for material on group guidance is with the E.O.T. education section on base.

PERCEPTION OF TASK: A TEACHING-LEARNING EXERCISE

Goals

To examine how perceptions of a learning task by teacher and learner influence teaching styles and learning styles.

Group Size

Any number of small groups of five or six.

Time Required

One hour.

Materials Required

I. Perception of Task Briefing Sheets (on 3" x 5" cards) for each "teacher."
II. Perception of Task Word packets for each "teacher" team.

Physical Setting

Room large enough for groups of five or six to talk. A regular classroom is probably adequate.

Process

I. The facilitator asks participants to form groups of five to six members.
II. Each group is instructed to pick two "teachers" and one observer, the rest of the group will be "learners."
III. Distribute teacher packets, consisting of the Briefing Sheets and a word packet, to the teacher teams.
IV. While the "teachers" are studying their assignment, the facilitator tells learners that they are learners and will be taught.
V. Observers are briefed to monitor the general process, both verbal and non-verbal. Important note: "teachers" may involve "learners" at any time, but this should not be announced.
VI. At the end of twenty minutes, the facilitator calls time and leads a discussion on the experience. Groups may briefly caucus before total-group processing. Optional: "teachers" may meet as a group, while observers meet, and learners meet, and learners talk together. Then reports can be heard from each of these groups. Some discussion starters appear below.

Ask Teachers:

1. How did you define the task?
2. What teaching strategy did you use?
3. When did you involve the students?
4. How did you perceive the students?
5. How did your perception of the task and the students influence your behavior?
6. How did you feel about teaching?

Ask Students:

1. How was the learning task presented to you?
2. How did you perceive the task--meaningful, useless, how?
3. How did you see the "teacher"?
4. How did your perception of the "teacher" and the task influence your behavior?
5. How did you feel as learner?

PERCEPTION-OF-TASK BRIEFING SHEET (on 3" x 5" cards)

Teacher: Your task is to work with your teaching partner to teach ten words to your learners. You will have twenty minutes to analyze the task, plan your strategy, and teach these words.

WORD PACKETS

Each word should be on 3" x 5" card. The facilitator should develop a list of words appropriate for the group. More words might be appropriate to increase task difficulty. One might want to examine the influence of highly emotional words or sentences on perception of task, teaching style, and learning style.

TRADITIONAL AMERICAN VALUES: INTERGROUP CONFRONTATION

Goals

I. To clarify one's own value system.
II. To explore values held in common within a group.
III. To study differences existing between groups.
IV. To begin to remove stereotypes held by members of different groups.

Group Size

Unlimited. There should be two identifiable subgroups whose values might be expected to differ, such as males and females, blacks and whites, older and younger, staff and management, etc.

Time Required

Approximately one and a half hours.

Materials Utilized

I. Two Traditional American Values Worksheets for each participant.
II. Newsprint, felt-tip markers, and masking tape.
III. Pencil for each participant.

Physical Setting

Room with movable chairs, large enough to stage a multiple-role-play.

Process

I. Participants are instructed to complete the Traditional American Values Worksheet independently, without any discussion with others. They are asked to sit quietly and to reflect on their values while others complete the task.

II. Subgroups are formed that are expected to differ from each other. Each subgroup is given a felt-tip marker and newsprint, on which one volunteer records the commonly rejected values of members of that group.

(These subgroups should consist of no more than twelve members. Several subgroups of the same "type" may be formed to insure that adequate air time is provided for each member to be included.) Thirty minutes is allowed for this phase.

III. Participants are given worksheets again and asked to complete them, but this time to try to do it as if they were a member of the other group. They are, in effect, trying to predict what the hypothetical "average" person in the other group would and would not hold valuable. This is done independently.

IV. Subgroups receive additional newsprint and are asked to find out what the most common predictions of the members are.

V. The two sets of posters are placed on the walls, and everyone is asked to read them all without discussion.

VI. Subgroups reassemble to react to what was predicted about them and to the accuracy of their prediction.

VII. Each subgroup is asked to select one of its members to participate in a role play and to think of a situation in which value differences might arise that could be acted out.

VIII. The facilitator solicits suggestions from the subgroups on a role-play situation to be staged in front of the room. He gives the subgroups five minutes to coach their representatives who will be playing the role of a member of the opposite group.

IX. The role-play is staged. Participants are asked to watch for behaviors which denote stereotyping.

X. The facilitator leads a discussion of the entire exercise, soliciting both personal statements (what I learned about me and about the other group) and process statements (what I learned about stereotyping). Subgroups may be asked to reassemble to reassess their tendency to make "should" statements about the other group.

TRADITIONAL AMERICAN VALUES WORKSHEET

Instructions: Place a check (✓) in front of those values which correspond to your own, and place an "X" in front of those which you personally reject. Then go back and rank-order the three values which you hold most strongly, by placing the number 1 beside your preeminent value, 2 by the second most strongly held, etc. Rand-order the three which you reject most strongly in a similar way: place 1 beside the value you reject most strongly, etc.

It is valuable to:

________ Get ahead.

________ Be honest.

________ Participate in government.

________ Work hard.

________ Be clean.

________ Honor one's parents.

________ Be loyal to your country.

________ Live.

________ Be free.

________ Pursue happiness.

________ Accrue goods and wealth.

________ Become educated.

________ Be religious.

________ Know the right people.

________ Live in the right places.

________ Be productive.

________ Help your fellow man.

________ Be tolerant.

________ Explore.

________ Win.

________ Look out for yourself.

________ Obey the law.

________ Influence other countries to become democratic.

________ Be partisan.

________ Know your heritage.

________ Build things.

________ Save time.

________ Find a better way.

________ Be proud of your city, state, section.

________ Adjust to the prevailing social norms.

________ To stand up for what you think is right.

SEX-ROLE STEREOTYPING

Goals

I. To make distinctions between thoughts and feelings about sex-role stereotyping.

II. To examine one's own reactions to sexism in a mixed group.

III. To link feeling feedback to observable behavior.

IV. To avoid overgeneralization.

V. To explore the experiences of interpersonal polarization--its forms and effects.

VI. To study conflict resolution.

Group Size

One or more groups of ten to twelve members, about equally divided between male and female.

Time Required

Approximately two hours

Materials Utilized

I. Sex-Role Stereotyping Scale for each participant.

II. Pencils and paper for each participant.

III. Two sheets of newsprint per group, felt-tip markers, and masking tape.

Physical Setting

I. Room large enough to seat participants of each group in a circle.

II. Adjacent areas for small groups to meet relatively undisturbed by others

Process

I. In a brief introduction the facilitator explains the goals of the experience and expresses the expectation that participants should be authentic and open during the exercise.

II. Groups are given thirty minutes to perform the following tasks:

   A. Based on previous personal experience of members of the group, compile a list of decisions made that were influenced by the incident of being born male or female. (Avoid generalizations not based on actual experience of at least one group member.) Record these on newsprint with felt-tip markers. One sheet will contain experiences of males in the group; another will contain those of females in the group.

   B. Mark each item (+) or (-) as to whether it is considered by the group to be generally positive or negative toward the self-image of members of that sex group.

III. The lists are posted where all can view them. Participants go around reading them and asking questions where clarification on items is needed. They are encouraged to react to feelings which are elicited.

IV. The group reassembles to share their reactions to the posters. If the group seems to polarize, feedback should be solicited on how the polarization feels and what it is effects are. (How is conflict dealt with?) Individuals share their emotional reactions to sex-role stereotyping.

V. Each group member receives a copy of the Sex-Role Stereotyping Rating Scale and a pencil and rates each person in this group (including himself) from one to nine on sexism (male or female) or the equalization of the sexes in marriage or in other male-female relationships. These ratings are done independently, without prior discussion.

VI. Members share the ratings orally, each telling the group how he rated each person in the group including himself. Each person records the ratings given to him by the other group members in the appropriate column on the Rating Scale Sheet. Members react to the array of ratings which they have received.

VII. The facilitator leads a discussion of the entire exercise, drawing out learnings related to the goals.

SEX-ROLE STEREOTYPING
Rating Scale

1 2 3 4 5 6 7 8 9

Definition of terms:

1-2 Prefers males to be dominant--For example: males dominate conversation, their suggestions are more apt to be followed, females are submissive and retiring and adhere to double-standard sexually.

5 Practices equalization of the sexes--Neither group overshadows nor caters to the other. Self-realization possible for both sexes.

8-9 Prefers females to be dominant--For example: females dominate conversations, their suggestions are more apt to be followed, males are submissive and retiring, and females practice complete sexual freedom,

IMPORTANT: Avoid hollow platitudes. Base ratings on data involving individuals.

	Name of group member	Rating (1-9)	How he or she rated me
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

STRATEGIES OF CHANGING: A MULTIPLE-ROLE-PLAY

Goal

To acquaint people with three different interpersonal strategies for trying to effect change in human systems.

Group Size

Six participants and any number of observers, up to an audience of more than 100.

Time Required

Approximately one hour. Can profitably be run for two hours, plus additional time for a general discussion of strategies for changing human systems.

Materials Utilized

I. System-Description handout for everyone present.

II. Role Description handouts for each of the six participants. These should be typed on 5" x 8" cards.

III. Three sets of strategy instructions for the participants playing the change agent roles, typed on 5" x 8" cards.

IV. Table(s) and/or chairs for six people.

V. Role-name and role-title signs, if there is a large audience.

Physical Setting

Participants may sit around a table or in a circle. If there are observers, they may arrange themselves around the participants, or, if there is a large audience, participants in the exercise should sit at two tables set at a slight angle to each other and facing the audience.

Process

I. The System Description handout is distributed to everyone present.

II. The facilitator selects or asks people to volunteer to take the roles of individuals who are involved in the situation described in the handout.

III. Each of the six participants is given a role description. The two participants who play the roles of Mrs. Green, Nurse, and Miss Dennis, Social Worker, i.e., the two who have the roles of change agents, are given strategy instruction. On the first round they receive the rational-empirical strategy instructions.

The other members of the multiple-role-play group are not told what these special strategy instructions given to the two change agents are.

IV. The participants interact.

V. After ten to twenty minutes, the facilitator ends the interaction and leads the processing of what happened, eliciting data from participants and from observers of the audience. This may be done for ten to twenty minutes.

VI. Steps III, and V are repeated, but with participants taking different roles. If it is a large group, new participants may be selected. Everything is the same, except that on this round the power-coercive strategy instructions are given to the two participants who have the change agent roles.

VII. Steps III, IV, and V are repeated as in step VI, except that this time the normative-reeducated strategy is given to the change agents.

VIII. The facilitator may conclude the entire exercise by naming the three changing strategies that were being pursued, placing them in the larger, theoretical context of Benne and Chin's "General Strategies for Effecting Change in Human Systems." Or, the group can simply process the exercise, discussing which strategies seemed most effective, how different people responded to the different strategies, etc.

SYSTEM DESCRIPTION: STRATEGIES-OF-CHANGING EXERCISE

The Pediatric Ward Administrative Meeting will start in a few moments. The ward is part of a metropolitan hospital located in the middle of a ghetto.

Typically, older children are either harnessed to little chairs in front of t.v. sets or lying in cribs, and infants are lying in cribs with bottles tied to the side of the crib so that they may be propped into the children's mouths; the nurses are busy writing, out in the nursing station, closed off from the ward, while aides are sweeping or making beds.

A nurse and a social worker from the ward, who are concerned about changing conditions on the ward, have asked to attend today's administrative meeting to express their concerns.

ROLE DESCRIPTIONS: STRATEGIES OF CHANGING EXERCISE

Dr. Johnson, Chief Resident in Pediatrics

You are in charge of all pediatric services in the hospital, and you never have enough time to give personal attention to patients since most of your work is administrative; directing the residents, interns, and nurses who staff the various services and wards for which you are responsible.

Medicaid demands extensive reporting of the services provided by the hospital, and thus one of your primary administrative responsibilities is to make sure that these highly-detailed reports are submitted correctly and on time. You depend on the nursing staff for these reports.

You feel torn about working in this manner. On the one hand, you would like to be more personally involved with both your patients and staff. On the other hand, the immediate pressure of the larger system forces you to work in this way in order to keep the pediatric service running and to utilize your own time most efficiently.

As convener of the meeting, you begin by saying, "Mrs. Green and Miss Dennis have asked to come to today's meeting," and look to them to take it from there.

Mr. Hartley, Assistant Administrator of the Hospital

Your orientation is basically managerial. You look at the hospital primarily in economic terms, and your main objective is to get the hospital off the deficit budget it has been on for several years. You are pleased with Dr. Johnson's responsible management of Medicaid reporting, but you have had to keep a tight rein on his interest in enlarging his staff.

Mrs. Bunch, Head Nurse of the Pediatric Ward

You have been on the ward for many years and have worked your way up to the position of Head Nurse. Over the years the clientele of the hospital has changed toward the lower end of the socioeconomic scale, and the number of children and the noise-level on the ward have increased. The newer children are more aggressive and louder than the good, quiet children you used to enjoy working with. You continue to work here because of the status and seniority of your pestion and the money that goes with it. You pride yourself on the efficiency of your staff in producing the reports that the medical staff depends on to serve the many children on the ward.

Miss Smith, Assistant Head Nurse

You are fairly new to this ward, and this is one of the first Administrative Meetings you have been to, so you are still feeling your way in regard to the power structure of the ward and the hospital.

You are somewhat disturbed by the lack of personal attention which the children receive, but you are not one to "rock the boat," liking to get on well with others and to please your superiors.

Mrs. Green, Nurse

You have been working on the ward for two years and have become more and more unhappy with the progressively mechanical nursing care given to the children on the ward. More attention is given to patients records than to their needs as people, and nurses have become mere recorders of patients' conditions and less involved with them as individuals. You feel that the situation could be improved and that some pressure could be taken off the nurses by bringing in volunteers. Most of the other nurses are not concerned about changing anything, but you have been pleased to discover that the ward Social Worker, Miss Dennis, shares your desire to see a change. The two of you have decided to approach the members of the Administrative Meeting about making some changes.

Miss Dennis, Social Worker

You have been connected with the ward for six months and, while unhappy with how things are done on the ward, have not felt that you had any leverage in the "medical" area of child care. You serve as a link between parents, the hospital, and other agencies. Parents have complained to you about finding their children tied to chairs and in other ways unduly restrained. You understand that there are not enough nurses to give the children more freedom and individual attention, but you cannot understand why parents are not brought in to help take care of their own children. In fact, visiting hours are severely limited, as if the hospital wanted to have as little as possible to do with parents. You have found Mrs. Green to be one of the few nurses who share your concern about improving things on the ward.

FUEL FOR PEOPLE

PURPOSE

To develop an understanding for the petroleum industry as well as many other industries. To show how the sciences, such as physics and chemistry, are indespensable tools in unraveling the secrets of petroleum. To relate physical science careers to the petroleum industry.

MATERIALS

1 500 ml. of fresh crude oil
1 small coffee can cut down to one inch from the bottom and filled with fine sand
1 condenser liebeig (straight jacket) with rubber tubing connected to water faucet
1 electric hot plate (source of heat - no open flames)
2 collecting bottle (close mouth)

LESSON CAPSULE

Discuss and do research about how it helps the scientist to study the structure of petroleum molecules in order to create new products and occupations.

Focus attention on the crucial importance of using our natural resources. Emphasize that the petroleum industry has brought about many jobs in certain fields, such as ecologists, airplane pilots, chemists, physicists, geologists, engineers and many other jobs yet to come into existence.

The students perform an experiment of extracting gasoline from crude oil by using the materials listed above.

Correlate research papers on various occupations that require physical science knowledge.

OBSERVATIONS

The students gain a better understanding of how one aspect of physical science can have an impact on our nation's economy. It also impresses upon the students the importance of a science background for many kinds of jobs not usually considered directly related to the scientific field.

YOUR PLACE IN TODAY'S SCIENCE

PURPOSE

The student will be able to identify scientific careers and he will learn about jobs in the field of science of his choice.

MATERIALS

A collection of Chronicle Occupational Briefs of Scientific careers and an assortment of library books concerning scientific careers.

LESSON CAPSULE

There will be a lecture given by the teacher on career occupations connected with science. The teacher will bring out the point that the student does not have to have a college education to go into a scientific career. The teacher will tell students about these technical fields and the vocational/technical schools of the state that prepare students for these jobs. The students will make reports on the scientific career of their choice. Some of the library materials to choose from are as follows: Careers for the '70's; Invitation to Geology; Your Future in NASA; Job With a Future in the petroleum Industry; Job With a Future in the Steal Industry; Aim for a Job in the Textile Industry; Your Future in Forestry; and Your Career in Parks and Recreation. The students will also be allowed to use the Chronicle Occupational Briefs for their report on their scientific career choice.

OBSERVATIONS

The teacher hopes to change the attitudes of students toward scientific careers by showing that all scientific careers are not for college graduates. He also hopes to help students that are going to college find a scientific career that suits his needs.

CAREERS IN THE BIOLOGICAL SCIENCES

PURPOSE

The purpose of this unit is to examine the biological sciences by sampling many of them (teacher made list from student suggestions) and doing concentrated study from the ones students show particular interest in. A field of work will appeal to each student. The important thing is that each student may gain a reasonable basis for deciding to look further into the biological sciences or not.

MATERIALS

The following books: Careers in the Biological Sciences by W. W. Fox, Careers and Opportunities in Science by P. Pollack, and the March of Science by Clifford Simak. Additional materials needed are: magazines and journals, overlays for an overhead projector, filmstrip and film loops, The Encyclopedia of Careers, and resource persons in specialized fields.

LESSON CAPSULE

Students research the biological sciences from the prepared list, choosing the phase of the science of life that they have particular interest in. Each student will prepare paper or report and give to class a short talk on his particular sampling.

Students may have found some appeal in the samples and do second research into the subject or job and how to prepare for his vocation.

OBSERVATIONS

Community resource persons could be invited to the classroom for follow-up questions and answer period.

PLAN YOUR COMMUNITY (SIMULATIONS)

PURPOSE

To increase understanding of the interrelationship of the various occupational groups and their unique contribution to the community. To cooperate as a group and to increase the skills of decision making.

MATERIALS

Instruction sheet containing the simulation (simulation teacher made.)

LESSON CAPSULE

Simulation: The XYZ Foundation has alloted money for an experimental model community for 10,000 people. In this community planning you may use whatever money necessary in order to achieve the "ideal." You and your group are the steering committee who will decide and hire the workers.

(1) Physical features as determined
(2) Housing, educational facilities, industry, business district, health facilities, etc. needed and desired
(3) How many workers will you need and what are the different types?

Class will be divided into groups of 5. Each group will share its ideal community with total group as a concluding activity.

OBSERVATIONS

Simulation used with students who had achieved minimum academic success. The importance of the vocationally trained worker was noted. Occassionally a group would "forget" a worker - garbage man - truck driver, etc., at that time special emphasis could be put on these service occupations and their importance to the whole community.

CAREER EDUCATION

Lesson in: General Career Information.

General Objectives: To relate school work with the world of work.

Specific Objectives: To plan realistically one's school curriculum in keeping with one's interests.

Activities:

1. Students by asking the teachers will list the goals of the course which he is taking.

2. Students will analizes the goals of the various course to see their relevancy to his goals.

3. Student will interview someone in his own "goal area" to see what courses were most beneficial to that person.

4. Student will chart the remainder of his school years toward this goal.

SCIENCE HIGHLIGHTS

The following activities in Science will enable you to explore different ways that jobs are grouped. This is done for many reasons--to find information easily, to put interests into categories, etc. The activities are grouped three ways:

a) people, data-ideas, things
b) interest areas
c) clusters - In Science only 4 clusters will be used - environment, health, hospitality, recreation and marine science.

Activities:

The following activities are suggested for your use. After each item in parentheses will be information showing how the activity can be categorized (Ex. A. people, B. outdoor work, C. health)

_____ 1. Visit a hospital or nursing home and list the ways science helps people (people, scientific work, health)

_____ 2. Take a blood sample and identify the blood type (data, scientific, health)

_____ 3. Keep an ant colony in some sawdust under glass and observe daily (things, scientific, environment)

_____ 4. Take a field trip to a nearby stream, pond or field area. List the plant and animal life scene (things, scientific or outdoor work, environment)

_____ 5. Visit the zoo and list the animals, their characteristics and conditions. Write an article for the school newspaper (things, outdoor work, environment)

_____ 6. Grow a plant or plants in the lab and write up the results in correct form according to: purpose, materials, procedure, observation and conclusions (data, scientific, environment)

_____ 7. Interview your local pharmacist or school dietician to see how they use science in their work (people, scientific, health)

_____ 8. Invite a speaker from a local union through the ORS office to speak to students on how sciences are needed in their profession (people, mechanical work, construction)

_____ 9. Write and give a lecture to the class on some ecology issue, trying to persuade them to use (or not use) a particular product (things, persuasive work, consumer and home)

_____ 10. Talk to your guidance counselor about the Upstate Medical Program. Enroll in it if it interests you (people, social services, health).

_____ 11. Visit the V.A. hospital through the ORS in the medical art section (things, artistic work, health)

_____ 12. Select 10 songs that could be taped and played in either a doctor's office or nursing home (things, artistic work, hospitality, recreation)

_____ 13. Invite a ski instructor or scuba diver to speak about science skills needed (people, outdoor work, marine science).

_____ 14. Invite a local landscaper to talk about the business with a follow-up field trip (things, outdoor work, environment)

_____ 15. Investigate a unit on methods of body disposal in death (Ex. cremation, mummy). Invite a funeral director to your school (people, scientific, health)

_____ 16. Do a research project of sewage treatment in your community. (data, scientific, health)

_____ 17. Using the water testing kit in your science department, test 5 or more elements in the water and make a bar graph, using different colors to explain your graph (data, scientific, health)

_____ 18. Do a study on 2 or 3 industrial plants in the area. Find out what anti-pollution devices are used and how effective they are. Write up this study (data, literary or scientific, environment)

_____ 19. Build a radio, using a manual (thing, mechanical, recreation)

_____ 20. Draw up a detailed plan for the landscaping of your yard. (data, mechanical or outdoors, environment)

SIMULATED OR WORK EXPERIENCE FOR AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONAL CLUSTER

Professional	Geologist:	Gather & classify geological material from surrounding area.
Semi-Professional and Managerial	Soil Scientist:	Collect, test, and classify soils from surrounding area. Using Cooperative Extension Service for guidance.
Technical and Skilled	Landscape Technician:	Draw and design landscape area for part of the school area.
Semi Skilled	Gardener:	Raise & care for plants and flowers in school area. Could use the organic method for this.
Unskilled	Caretaker:	Care for lawn and grounds at local school and other local civic areas.

SIMULATED OR WORK EXPERIENCE FOR CONSTRUCTION OCCUPATIONAL CLUSTER

Professional	Architect:	Draw plans with specifications for local facilities.
Semi-Professional and Managerial	Building Contractor:	Gather information on material costs and estimate total costs of specific building.

Technical and Skilled------Carpenter:	Construct table or bookcase for career project materials relevant to that particular need.
Semi-Skilled--------------Carpenter Helper:	Assist the carpenter in all of his functions.
Unskilled-----------------Laborer:	Help semi-skilled and skilled workers in their different construction occupations.

SIMULATED OR WORK EXPERIENCE FOR MARINE SCIENCE OCCUPATIONAL CLUSTER

Professional--------------Ship Designer:	Work on models with emphasis on sketches, specifications, scale drawings, and full-sized drawings of the entire ship.
Semi-Professional and Managerial----------------Ship Builder:	Do various occupations concerning building models; such as painting or various other types of skilled work.
Technical and Skilled-----Ship Fitter:	Fitting pieces of the model together, as indicated on the blueprint.
Semi-Skilled--------------Calkers:	Tighten seams and joints to make them watertight and airtight of the model.
Unskilled-----------------Marina Worker:	Tending and taking care of the models which have been built by other students.

SIMULATED OR WORK EXPERIENCE FOR TRANSPORTATION OCCUPATIONAL CLUSTER

Professional	Traffic Engineer:	Plan, design, and develop traffic-control systems to prevent accidents, minimize congestion in the school, school activities and parking facilities of the school.
Semi-Professional and Managerial	Station Master:	Plan, design and develop parking area for school personnel.
Technical and Skilled	Toll Collector:	Responsibility for selling tickets for parking vehicles at school.
Semi-Skilled	Automobile Mechanic:	Check school buses for such things as oil, etc.
Unskilled	Service Station Attendant:	Check faculty cars in such areas as oil, water, tires, clean windshields and etc.

SIMULATED OR WORK EXPERIENCE FOR ENVIRONMENTAL OCCUPATIONAL CLUSTER

Professional	Botanist:	Study and classify plant life in the area and how these affect ecological balance of nature.
Semi-Professional and Managerial	Park Ranger:	Help manage recreational facilities of the school. Could promote campaign to help prevent forest fires and stop litter. Work with civic people in Keeping America Beautiful.

Technical and Skilled------Tree Surgeon:	Could assist local citizens in care and management of trees in the protection against insects and pests. Work with local conservation officials.
Semi-Skilled---------------Tree Trimmer:	Work with local citizens in doing light tree trimming work.
Unskilled------------------Forestry Aid:	Help map and blaze out nature trail by working with local forestry officials.

SIMULATED OR WORK EXPERIENCES FOR HEALTH OCCUPATIONAL CLUSTER

Professional---------------Dietitian:	Help with the management and food service activities of the school cafeteria.
Semi-Professional and Managerial-----------------Registered Nurse:	Work with the county health nurse in the administrative area's relating to primary students health records.
Technical and Skilled------Practical Nurse:	Visit on a weekly basis an elderly person in the community where they could care in general for the person's welfare.
Semi-Skilled---------------Nursing Aid:	Work with the kindergarten children.
Unskilled------------------Orderly:	Help keep things clean in the kindergarten.

From the following list, find an article related to work or hobby activities related to some field of Science and write up a short paragraph about it.

- Bioscience
- Bulletin of the American Scientists
- Chemistry
- Electronics World
- Hobbies
- National Parks and Conservation
- National Wildlife
- National History
- Occupational Outlook Quarterly
- Ocean
- Physics Today
- Popular Electronics
- Popular Mechanics
- Popular Science
- Psychology Today
- Science Digest
- Science News
- Scientific American

The sheets that follow are for use as suggestions to students of the type of learning that they can experience by going to different activities around base. It is suggested that you have your students visit areas of interest in small groups after school hours in the area of interests they have shown.

The pages came from: Yellow Pages of Learning Resources
GEE! Group for Environmental
Education Incorporated
1214 Arch Street
Philadelpha, Penn. 19107

TREE STUMP

WHAT CAN YOU LEARN FROM A TREE STUMP?

Usually, the first thing you notice about a tree stump is its rings. Each ring represents one year's growth, and you can easily tell a tree's age by counting the rings. Try it.

You may be interested in using the tree stump as a means for learning other things as well. For example, you can learn to identify different kinds of trees by their wood. Talk to a man at a lumberyard, a tree surgeon or gardener, a botanist, a boy scout or girl scout, a horticulturist, or a friend who is knowledgeable about nature. You can also learn how archaeologists use trees and logs to date previous settlements. The technique is called "dendrochronology," and it has proved to be a very reliable tool for giving precise dates to archaeological finds. Talk to an archaeologist, an anthropologist, a scientist, or a museum curator, or consult the encyclopedia.

Yes, even a tree stump can be a learning resources.

VACANT LOT

WHAT CAN YOU LEARN AT A VACANT LOT?

Most cities have many vacant lots. Invariably, they stick out like missing teeth in a block of otherwise good housing. People complain about the hazards and the ugliness, and most of the time nothing gets done. But vacant lots, liabilities through they may seem at first, can easily be converted into assets. There are several things you can do with them:

Learn from a vacant lot as if you were an archaeologist. How did the lot become vacant? Did it ever have a building on it? If it was never built upon, can you figure out why it was an undesirable lot for construction? What kinds of junk and debris have piled up? What can you learn from the junk and trash that have collected in the lot? Why has this material collected here? What could you reconstruct about the culture of the people who lived around the lot, based only on the things you find on the property? Can you find out who owns the property by going to City Hall and consulting the deed records?

VACANT LOT ...

Clean up a vacant lot as a service to your neighborhood. Call City Hall and find out how you can get help in cleaning up the lot. Start with the City Planning Commission or Board; next ask the Health Department. Can the city require the owner to clean up the lot, or will the city undertake the task itself? If worse comes to worst, find out if the city will cart away the debris if you and your friends agree to clean it up. Get a group of people together to help you.

Make a vacant lot into a useful space for your community. There are many governmental programs available to improve vacant lots throughout the city. Call City Hall and consult the City Planning Department or the Redevelopment Agency. Money is sometimes available to convert vacant lots into new housing, playgrounds, parking lots, or parks. Find out if your city has such funds available. Even if there is no money through a governmental program, see if you can get the owner to dedicate the land for community use (even temporarily). Often you will be able to get people to donate the materials to fix the lot up. Or you can employ ingenuity to convert inexpensive or unwanted materials into outdoor equipment. For example, old telephone company wire spools, telephone poles, and railroad ties make great playground equipment. Maybe neighbors will contribute their time or money.

Use a vacant lot as an added amenity in your neighborhood-a sort of neighborhood commons. Play there, wash cars there, meet friends there, put up basketball hoops, grow vegetables, have block parties, plant trees and flowers, put up fences, provide benches, make a neighborhood bulletin board. However, obtain the permission of the owner before doing anything; otherwise, you will be trespassing.

If you should decide to do any or all of these things, you will have learned a great deal. Do not overlook the lesson; stop and think about what you've learned about how you can understand and change your environment. If you decide to do nothing about the vacant lots that bother you, you will also have learned an important lesson about why nothing happens to make our cities better places: It is often because people like yourself don't have the time or don't care enough to make things happen.

WHAT CAN YOU LEARN ABOUT WEATHER FORECASTING?

Don't knock the weather; nine-tenths of the people couldn't start a conversation if it didn't change once in a while.
-- Kin Hubbard (American humorist) --

The weather is an ever-present part of our environment. We are constantly bombarded with conversation about it, reports in newspapers and on television and radio on the subject, predictions of what it will be, and disappointments over things we can't do because of it. Yet most of us understand very little about what makes the weather and how it can be scientifically forecast.

Learning about weather forecasting, or meteorology, as it is called, can be an exciting way to extend your basic understanding of elementary scientific principles. Besides, it's fun, since you can use what you learn immediately and often.

See if there is a local weather bureau station in your city as a place to begin the process of learning about weather forecasting. It may be listed in the telephone directory under "U.S. Government, Weather Bureau." There may even be private meteorological consultants listed under "Weather Forecast Services" in the Yellow Pages of the telephone directory. If you can't find anything in the telephone book, try the airport...

Airports generally have extensive weather forecasting facilities. Also, many science museums have detailed weather exhibits and weather forecasting displays and facilities. There are clubs of local weather forecasting buffs, many of whom assist the U.S. Weather Bureau by contributing information about the weather conditions in their particular locale. If you can establish contact with one of the clubs or its members in your city, you can tap them as a learning resource. Also, many toy and hobby stores sell beginner kits for starting a hobby of weather forecasting in your home. More advanced equipment is also available from suppliers of scientific instruments. You should also visit your local library for books and reference material about weather forecasting. Try the children's department of the library; they have books on the subject that would interest even adults.

Here are some questions about weather and weather forecasting to help you in your learning project:

What makes the weather?
How does the sun affect the earth?
What is meant by atmosphere?
What are the different levels of the earth's atmosphere?
How does the moon affect the earth?
How does the earth's rotation affect weather?

What are clouds?
How are clouds formed?
How do clouds change over time?

What are the characteristics of the following types of clouds?

- Cirrus
- Cirrostratus
- Altostratus
- Altocumulus
- Cumulonimbus
- Cumulus
- Stratocumulus
- Stratus
- Nimbostratus

What symbols are used to designate these cloud formations?
How do clouds affect weather?

What makes the wind blow?
Where does wind get its force?
What is meant by the term "prevailing winds"?
What is the difference between an air current and wind?
What is meant by the term "convection"?

What is meant by the following wind designations?

- Calm
- Light air
- Light breeze
- Moderate breeze
- Fresh breeze
- Strong breeze
- Gentle breeze
- Moderate gale
- Fresh gale
- Strong gale
- Whole gale
- Storm
- Hurricane

How can you learn to recognize these winds without instruments?
How does wind affect weather?

What is atmospheric pressure?
How much does air weigh?
Why does air weigh different amounts at different altitudes?
How does air pressure affect winds?
How is air pressure measured?
What is meant by high- and low-pressure areas?
How does air pressure affect weather?

What validity do the following weather proverbs have?

"Rainbow to windward, fouls falls the day; rainbow to landward, rain runs away."

"Thunder in the morning, rain before night."
"Who soweth in rain shall reap with tears."
"The north wind doth blow, and we shall have snow."
"If wind follows sun, fair weather will come."
"If clouds fight the wind, a storm will begin."
"Rain before seven, lift before eleven."
"Fog from seaward, fair weather; fog from landward, rain."
"When sounds are clear, rain is near."

How are weather phenomena caused?
- What causes dew?
- What causes frost?
- What causes rain?
- What causes snow?
- What makes the seasons change?
- What is meant by hot and cold fronts?
- What causes fog?
- What causes sleet?
- What causes hail?
- What causes lightning?

How are weather forecasting instruments used?
How does a thermometer work?
How does a maximum-minimum thermometer record highs and lows?
How do the different types of barometers operate?
How does an anemometer measure wind velocity?
How does a weather vane indicate the direction of the wind?
How does a sling psychrometer work?
How does a rain gauge record precipitation?
How are weather balloons used?
How does radar aid weather forecasting?
How are satellites employed in weather forecasting?

How are weather forecasts prepared?
What information is required to make a scientific weather forecast?
How are weather maps prepared?
What are the standard weather map symbols?
Who prepares weather forecasts at the weather bureau?
How often are the weather forecasters correct?

Can man affect the weather?
Can man make rain?
Can man change the temperature of the outside air?
Can man change wind directions?
Can man avert hurricanes and tornadoes?
Can man prevent snow?
How does air and water pollution affect weather?

WHAT CAN YOU LEARN FROM AN X-RAY TECHNICIAN?

"Happiness is having my technicians work with me year after year," my uncle, a radiologist in a 900-bed hospital, always tells me when he treats me to a visit with him on occasional Saturdays. "Without the highly skilled x-ray technician, this radiology department would not be able to function efficiently."

X-raying is a form of electromagnetic radiation capable of penetrating solids and of ionizing gases. Before Wilhelm Konrad Roentgen (1845-1923) discovered x-rays in 1895, an achievement that won him a Nobel Prize in 1901, the only way to know what was happening in a patient was to cut him open. Pointing to the equipment, my uncle explains that a good technician's working knowledge of anatomy and physiology enables him to position the patient and the x-ray equipment so that the section of the body to be x-rayed is accurately filmed. Equally important, a technician knows the effects of excessive radiation on the body and the necessity of preventing damage through radiation by covering the gonads and blood-producing organs, such as bone marrow, with a protective lead plate.

The range of information a technician must acquire, first through special schooling and then on the job, is so varied that with each visit to the hospital I think of new questions to ask about working with x-rays. To help me learn as much as possible, my uncle sometimes permits me to follow the chief technician through his duties.

Immediately, I notice how considerate the chief technician is when a patient understands what is happening and feels secure instead of frightened. While the patient is given an "opaque" to drink, the technician explains to me that the patient swallows the opaque, which contains barium salts, in order to make certain organs visible on the x-ray.

I question the technician about angiography, a relatively new area of radiology that involves injecting the opaque through thin tubes, called catheters, that are worked by the doctor into the artery that feeds the organ to be x-rayed. Some technicians specialize in this field.

The chief technician makes the x-ray equipment less mysterious as he clears up questions about proper voltage, current, and exposure time. He also explains what happens after the x-ray in taken--how it is developed and how the darkroom chemistry works. Although this chief technician prefers diagnostic radiology, which involves the taking of x-rays for the purpose of making diagnoses, the Radiology Department also contains a therapy section, where technicians work with equipment meant for fighting certain illnesses, such as cancer. Approximately one-quarter of all x-ray technicians work in hospitals along with radiologists, nurses, medical engineers, scientists, and chemists, all involved in aspects of x-raying. The remainder are in smaller institutions, such as medical laboratories, physicians' and dentists' offices, clinics, federal and stage agencies, school systems, and even in small mobile units.

In many states technicians must be registered. The American Registry of Radiologic Technologists, 1600 Wayzota Blvd., Minneapolis, Minn. 55405, provides information on registration and careers.

WHAT CAN YOU LEARN AT A ZOO?

If you are half as interested in animals as I am, you have probably visited the zoo many times. But, like me, you probably never stopped to consider seriously what it takes to run a zoo. Also, you probably never realized, as I hadn't until recently, how much there is to learn at a zoo.

About a month ago, I called the director of our city's zoo and asked him if it would be possible for me to get a "behind-the-scenes look" at how a zoo operates. I explained my interest in understanding what it takes to run a zoo and in finding out how much I could learn there. He was pleased to assist me in this effort.

On the day I visited the zoo, I first met with the director in his office. He outlined the history of zoos and surprised me by describing zoos that existed in ancient China and Egypt. I hadn't realized that zoos were that old. Next we discussed where the funds come from that support the zoo and how the monies are spent. And, finally, we talked about the staff required to care for the large number of animals housed at the zoological gardens. After about an hour, I was introduced to one of the director's assistants, who guided my tour through many of the zoo's operations. I watched the meat being prepared for the large and small cats, and I saw the many different kinds of food needed for all the other animals. The kitchen looked a lot like what you might expect to find in a large restaurant, although there weren't as many utensils or fancy items.

I visited the veterinary hospital and saw the quarantine cages where animals that have become ill are treated. I spoke with the visiting veterinarian about various animal diseases and about the work being done in the field of animal research. He told me about the problems zoos have in seeking to maintain the natural climatic conditions required to keep the animals healthy. I learned how animal wastes are disposed of and was surprised to discover that there are actually laws that require that certain animal wastes be burned.

I was introduced to several of the keepers and found that they frequently become so attached to their animals that they can predict their behavior patterns by understanding their animals' personalities. You know, to hear the keepers talk, you would think that many of the animals were just like people, and I suppose to their keepers, they really are.

I was very interested in finding out where the animals in the zoo came from. Many zoo animals are captured in their natural habitats, while some are traded with other zoos. One of the dangers that zoo keepers are careful to avoid is the development of what they refer to as a "zoo breed" of a particular species. This problem occurs when zoo animals have bred together for so many generations that the resulting offspring are no longer representative of their wild, or natural, counterparts. Therefore, zoo keepers consider it important to prevent too much in-breeding; they do this by introducing new animals to the genetic stock. I was surprised at the fact that some zoo animals will not reproduce in captivity at all and that other species rarely do it successfully.

The director's assistant explained to me the way the zoo views its role in modern society. In addition to the traditional goal of providing a recreational opportunity for visitors, zoos are increasingly seeking to provide educational services--especially education about conservation and ecology. Zoos have also been responsible for saving several endangered animal species from extinction by engaging in captive propagation. This danger will become even more critical, unless we all begin to take a more active role in ensuring the protection and conservation of our natural wildlife.

I expressed dislike for the jail-like zoo exhibits I had seen at many zoos, where the animals are kept in small, unimaginative cages. My guide explained that zoos were waking up to the need to replicate natural habitats in their exhibits and to make the confining elements as inconspicuous as possible. He pointed out many of these advanced exhibiting techniques that had been installed in our own zoo as we toured. In addition to using larger exhibit areas, many zoos are starting to exhibit animals in natural habitat groupings, which provide the added excitement of watching animals interact naturally as they would in their native surroundings.

At the end of my visit, I was astounded to learn that one of the very serious problems at the zoo was vandalism. The assistant told me that there was a growing problem of a small number of people who seem to gain some sort of perverse pleasure by throwing dangerous objects at the animals or by feeding them foods that are detrimental to their health. He told me they had lost three valuable animals during the previous year due to this kind of unforgivable mischief and that the security problem was becoming more serious each year. "At one time," he reported, "we were most concerned with protecting people from animals; now we find we have to spend as much energy protecting the animals from people."

WHAT CAN YOU LEARN AT AN AIRPORT?

Airports are big, fascinating, and unique places. They are excellent for learning, even though they may not be too easy to get to. There's one near every city of any size.

Just wandering around the airport and observing is the best way to start learning there. Frequently, the airport will provide tours on request to individuals or groups. Someone in the airport administrator's office should be able to answer your questions and gain access for you to the areas that are prohibited to the public. The behind-the-scenes operations of the airport will be especially interesting.

You will do best to visit the airport when it will not be particularly busy, if you plan to ask questions and spend time talking to employees (weekends and holidays are definitely out). But peak periods are the most exciting times for just observing (weekends and holidays are definitely in) U. S. Air Force facilities and Naval Air Stations are often open to visitors as a part of Armed Forces Day celebrations, and these may well be of interest, if there are any near you.

The Busiest Airports in the United States

Airport	Total Passengers (in 1967)
Chicago--O'Hare	27,500,000
New York--J.F. Kennedy	19,900,000
Los Angeles	18,100,000
San Francisco	12,200,000
Atlanta	11,700,000
Miami	8,700,000
Washington, D. C.	8,500,000
New York--La Guardia	8,100,000
Boston	7,700,000
Newark	6,100,000
Detroit	5,800,000
Philadelphia	5,200,000
Denver	5,000,000
Pittsburgh	4,800,000
Saint Louis	4,500,000
Cleveland	4,400,000
Minneapolis	4,200,000
Seattle	3,800,000
Dallas	3,800,000
Houston	3,400,000
Kansas City	3,400,000
New Orleans	3,200,000
Honolulu	2,700,000
Las Vegas	2,600,000
Memphis	2,600,000

Here are some questions you might ask someone in the airport administrator's office, your tour guide, or any other employees you see working at the airport:

How big is the airport?
How many runways are there?
How long are the runways?
Can the airport service any size aircraft?
How many automobile parking spaces are provided?
How many passengers utilize the airport each year?
How many loading gates are there?
How many airplanes can land and take off in a single day?

How is the airport operated?
Who owns the airport?
What are the airport's sources of revenue?
Who manage the airport?
How are decisions made concerning airport operations?
What are the different jobs that must be performed?
How large a staff is required to operate the airport?

How does the ground side of the airport work?
How do people arrive at the airport?
How are cars parked and retrieved?
By what other means than automobiles may passengers arrive at the air terminal?
How are people transported through the air terminal?
How is congestion handled in the terminal building?
What is the longest distance a traveler may have to walk?
How is baggage transported through the terminal building?
How does the baggage handling system ensure that baggage reaches its proper destination?
To what extent is baggage handling automated?
What happens if baggage is misplaced or lost?
How is baggage returned to deplaning passengers?
How is the air terminal heated, ventilated, airconditioned?
What shopping facilities are located in the airport?
How is flight insurance sold to passengers?
How is the air terminal repaired and maintained?
How is required information displayed and made available to users?
How does cargo arrive at the airport?
How is cargo handled and transported through the airport?
What special passenger-handling provisions exists for disabled passengers?
What advertising exists in the airport?

How do airline ticket windows operate?
How are passenger reservations recorded, maintained, and processed?
How are tickets prepared?
What automated data-processing systems are employed by the airlines?
What special services do the airlines provide for passengers?
How is the price for different destinations determined?
What are the different rate schedules for different types of passengers?
How are the airline to be delayed in landing or take-off?

What precautions are taken when a "wheels-up" landing is anticipated?
What fire-fighting equipment is maintained at the airport?
How are airplane fires brought under control?
How are passengers removed from disabled aircraft?
What civil defense procedures have been established?
How are emergency communications handled?
How often does a major emergency happen at the airport?

How does the air side of the airport operate?
How is the take-off and landing of airplanes controlled?
What happens in the control tower?
How is air traffic over the city regulated?
What is meant by the term "bird cage" regard to air traffic?
How do airplanes land in bad weather?
How does radar work?
What happens when planes cannot land at the airport?
How is the decision made to close the airport?
How are snow and ice removed from the runways?
How often is it necessary to close the airport?
How do the runways work?
Do planes always land and take off in the same direction?
How are planes taxied to the air terminal?
How do pilots know their way around unfamiliar airports?
How are airplanes guided into the loading gates?
What traffic control systems regulate the movements of airplanes on the ground?
What happens when too many airplanes want to land at the same time?
What happens when airplanes have to wait for take-off?
How do airplanes communicate with the control tower?
How do passengers board the airplane?
How is baggage loaded onto the airplane?
How is cargo loaded onto the airplane?
How are meals and refreshments loaded onto the airplane?
How does the airplane communicate with the passenger agents?
How long does an airplane spend on the ground?

How are airplanes readied for flight?
Where are airplanes stored when not in use?
Where are airplanes repaired and serviced?
How do airlines decide which aircraft to use on different flights?
How do the airlines monitor where their planes are at any given point in time?
What preflight examinations does each plane undergo before taking off?
What periodic maintenance is performed on airplanes?
How are airplanes fixed?
What special test equipment is used in testing airplanes?
How are airplanes refueled?
Where is fuel stored at the airport?
How is fuel transported around the airport?
What kind of fuel do airplanes use?

How are communications handled among the various members of the ground crew?
Who determines which cities will be served by which airlines?
What happens when a plane's departure is delayed?
How do pets travel by airplane?

What security provisions exist at an airport?
How are traffic jams handled?
What crime prevention and detection systems operate in the air terminal?
How do airlines discourage or guard against plane hi-jacking?
How are people prevented from entering restricted areas?
What happens when a bomb is reported to be on an airplane?
Why is security required at an airport?

How are emergencies handled at the airport?
What emergency first-aid and medical services are available?

How are airplanes cleaned?
How are meals prepared for the flight?
How are meals kept hot in transport?
What briefing does the crew undergo before the flight?
How is the flight plan determined for the trip?
How are weather conditions monitored before and during the flight?

How does an airplane operate?
What makes an airplane fly?
What different types of commercial aircraft are there?
What are the operating characteristics of different aircraft?
What is the difference between a propeller airplane and a jet?
How does a helicopter work?
How many passengers can an airplane carry?
How much cargo will a passenger plane hold?
What kind of crew does it take to operate an airplane?
How is the crew trained?
What are the qualifications for different crew jobs?
How many miles does an airplane fly in a year?
How many flights does an airplane fly in a year?
How many flights does an airplane make a day?
How are communications maintained while the plane is in flight?
What passenger services are available on board the aircraft?
How high do airplanes fly?
How fast can airplanes travel?
What makes an airplane crash?
How much does an airplane cost?
What emergency warning systems operate on an airplane?
How does the "automatic pilot" operate?
How does the airplane stay on course while in flight?
What does the flight engineer do?

How does an airplane "find" its destination airport?
What steps does the preflight check-out include?
How safe are airplanes?

Other sections in this book that might add to your knowledge of airplanes and airports are "Helicopter" and "Weather Forecasting."

CAREER STRATEGIES

SOCIAL STUDIES

This book is a collection of information about student activities in career education with emphasis on the social science class. It was compiled with the hope and expectation that you, the teacher, would be able to make effective use of this material and that the process of career education becomes a part of your curriculum.

Many of the activities are in the areas of decision - making, personal inventory and values clarification. This is as it should be. A person's career choice should take into account personality, abilities, interests and values. Further, what value is our class if we do not help the student grow in the areas of self-awareness and decision - making? Certainly, no social studies class can escape the question of values. It is a paramount concern of the Social Sciences.

Finally, it is to be recognized that this collection is neither complete nor perfect. Rather, it may be viewed as examples of what can be done and what has been done by teachers of Social Studies in the areas of career education. What will you do?

KINDS OF INFORMATION STUDENTS MAY NEED ABOUT OCCUPATIONS

Nature of the work: duties, physical requirements, tools used, psychological aspects (variety, responsibility), typical work day.

Working Conditions: physical aspects of work environment, hours, psychological aspects (with others or alone, nature of supervision, climate of work setting).

Qualifications: physique (height, weight, size), age, sex, license, demonstrated or measured aptitudes or interests or personality traits.

Preparation: education or training, apprenticeship, part-time work, length and cost of preparation, scholarship and loans, schools offering preparation locally or elsewhere.

Entry: getting first job or establishing a business, examination, union affiliation, discrimination.

Number and distribution of workers: size of occupation best index of future openings, composition in terms of age and sex and race, geographic distribution, large or small firms.

Lines of advancement and related occupations: promotional ladder, usual time before promotion, additional education or training or experience, horizontal mobility, information about related occupations.

Economic benefits: beginning earnings, average annual earnings, earnings locally and elsewhere, increments, deductions, fringe benefits, (vacations, sick leave, health or other insurance, stock options, pension).

Non-economic benefits: job satisfaction, prestige, social mobility.

Disadvantages: work irregular or seasonal, frequent overtime or nightwork, hazards (accidents or diseases).

Outlook: demand for and supply of workers (present and future), expanding or declining occupation, stability in face of depression, employment prospects upon completion training, prospects locally and elsewhere.

Classifying Occupations

There are many systems by which the 40,000 available occupations can be grouped and classified. Since the system that is best for a specific situation or purpose depends upon the goal desired, there is no single best method. When combined with information about yourself, each method may contribute some helpful knowledge upon which to eliminate or choose a group of occupations. The following classifications can be used in the process of elimination.

Occupations may be classified by

1. Ability (Very superior, superior, high average, low average, inferior, very inferior)
2. Status and Prestige (i.e. A Supreme Court justice ranks first, a garbage collector ranks last in prestige rankings by survey)
3. (U.S. Census) Level of Work (Professional persons; proprietors, managers and officials; clerks; skilled workers; semi-skilled workers; unskilled workers)
4. (Roe) Kind of Work (Service, business contact, organization, technology, outdoor, science, general culture, arts, and entertainment)
5. (U.S. Employment) Focus of Activity (Data, ideas, things, people)
6. (Holland) Work Environments (Realistic, intellectual, social, conventional, enterprising, artistic)
7. Others

CONTINUUM

Focus on ideas and things	____________________	Focus on people
Great change in daily routine	____________________	Little change in daily routine
Give orders	____________________	Follow orders
Long term projects	____________________	Short term projects
High status important	____________________	High status not important
Work independently	____________________	Work as a team member
Geographic stability	____________________	Geographic mobility

WHAT ARE YOU CUT OUT TO BE?

STEP I: LOOKING AT YOURSELF:

Personal Characteristics:

Are you helpful?
Are you unselfish?
Are you reliable?
Are you cheerful?
Are you honest?
Are you easily bored?
Can you work on your own or do you need supervision?
Are you prejudiced?
Do you have patience?
Do you have perseverance?
Are you a follower or a leader?
Do you need variety?

Likes and Dislikes:

Do you like the out-of-doors?
Do you like working with people?
Do you like working with words and ideas?
Do you like to build things?
Do you like clerical work?
What are your hobbies?

Strengths and Weaknesses:

Do you have a good memory?
Are you well coordinated?
Are you artistic, musical, creative?
Are you scientificially or mathematically inclined?
What is your mental ability?
What are your physical limitations?
Can you express yourself well?
How well do you get along with others?

STEP II: LOOKING AT GOALS:

Which of the following goals would you consider to be your aim in life and which would have not interest to you? (In what career would you do the most to accomplish these goals? What other goals would you add to this list?)

Discussion -

Relieve physical and mental suffering
Create beautiful things
Work with my hands
Raise educational standards
Promote child welfare
Serve in the armed forces
Provide better housing, eliminate slums
End wars and work for the betterment of mankind
Gain material things
To get by
To be happy
To be famous
To be remembered

STEP III: LOOKING AT OCCUPATIONS:

As you explore careers, find answers to the following questions for occupations that interest you:

A. Education Requirements:

How much and what kind of preparation is required to meet legal requirements and employers' standards? How long would it take? What does it cost? What does it include? Where can one get a list of approved schools? What kind of high school or college program should precede entrance into the professional school? What subjects must or should be chosen? What provisions are made for apprenticeship or other training on the job? Is experience necessary to enter this occupation?

B. Entrance Requirements:

How does one get his first job? By taking an exam? By applying to employers? By joining a union? (Is the closed shop common or predominant? If so, what are the requirements for entrance to the union? Initiation fees? Dues, does the union limit the number of members?) By registering with employment agencies? By saving to acquire capital and opening his own business? How much capital is needed?

C. Qualifications:

Age: Upper and lower limits

Sex: Male or female occupation? Reasonable opportunities for both?

Height and weight: Minimum and maximum requirements?

Physical requirements: Vision, freedom from color blindness, average or superior hearing, physical strength.

Aptitudes: Has there been any research on aptitudes required? Clerical aptitude, finger desterity, pitch discrimination reaction time, etc.

Tools and Equipment: Must these be supplied by the worker at his own expense? What is the average cost? Could they be rented?

Legal requirements: Is a license or certificate required? What are the requirements for getting it?

Citizenship: Is it required?

Residence: Must a worker be a resident of the city or state in which he is employed?

D. Financial Return:

Is employment steady, seasonal or irregular? Does one earn more or less with advancing age? Are earnings higher or lower in certain parts of U.S.? What are the fringe benefits and provisions for retirement? What is the salary range?

E. Opportunities for advancement:

Is this a dead-end job? What proportion of workers advance? To What? After how long and after what additional preparation or experience? What are the related occupations to which they may lead?

F. Nature of the Work:

Are the hours regular or irregular, long or short? Is there frequent overtime or night work? Sunday or holiday work? Is the working lifetime shorter than average, as in the case of professional athletics? Are the skills acquired transferrable to other occupations? Is the work hazardous? What about accidents, occupational diseases? What is the work of a typical day, week, month, or year? What are all of the things a worker may have to do in this occupation, the pleasant things, the unpleasant things, the big and little tasks, the important responsibilities and the less glamorous details? With what kind of tools, machines and materials does he work? Must the worker travel or relocate? Where and when?

G. The Job Setting:

In what kind of surroundings is the work done? Hot, cold, humid, dry, wet, dusty, dirty, noisy, indoor or outdoor? Is the worker exposed to sudden changes of temperature, offensive odors, vibration, mechanical hazards, moving objects, burns, electric shock, radiant energy, or other hazards? Does he work in cramped quarters, in high places or in any other unusual locations? Are lighting, ventilation and sanitation adequate? Does he work with others, near others or alone? If with others, what is his relationship to them and does it place him in a position of superiority, inferiority, equality, conflict or stress?

STEP IV: MAKING CHOICES:

Know yourself. Set goals for yourself.
Explore many occupations - Read about them.
Visit places of employment.
Interview people in occupations that interests you.
Gain work experience through summer employment and parttime jobs.

TEN FALLACIES AFFECTING OCCUPATIONAL CHOICE:

1. One's choice of an occupation is unrelated to other choices in life.
2. A choice suitable for your friend should be suitable for you.
3. The occupation of someone you admire is the best occupation for you.
4. One should (or should not) follow in one's father's footsteps.
5. Family preferences should (or should not) determine one's occupational choice.
6. With determination, one can successfully perform any kind of work.
7. A suitable occupation must involve no tasks one dislikes doing.
8. Prestige and pay is to be considered above all other factors.
9. If you follow someone's advice, you can't be blamed for a poor choice.
10. "I'll think about a career when I have to go to work -- something will turn up."

OCCUPATIONS CHECKLIST

I. Nature of the work:

1. What is the work of a typical day, week, month or year?
2. What are all of the things a worker may have to do in this occupation, the pleasant things, the important responsibilities, and the less glamorous details?
3. With what kind of tools, machines and materials does he work?
4. Must he walk, jump, run, balance, cling, crawl, kneel, stand, turn, stoop, crouch, sit, reach, lift, carry, throw, push, pull, talk, hear or see?
5. Must he travel?
6. Where and when?

II. Work environment:

1. In what kind of surroundings is the work done?
2. Hot, cold, humid, dry, wet, dusty, dirty, noisy?

3. Indoor or outdoor?

4. Is the worker exposed to sudden changes of temperature, offensive odors, vibration, mechanical hazards, moving objects, burns, electric shock, radiant energy, or other hazards?

5. Does he work in cramped quarters, in high places or in any other unusual location?

6. Are lighting, ventilation, and sanitation adequate?

7. Does he work with others, near others or alone?

8. If with others, what is his relationship to them and does it place him in a position of superiority, inferiority, equality, conflict, or stress?

III. Qualifications:

1. Age: Upper and lower limits

2. Sex: Male or female occupation? Reasonable opportunities for both?

3. Height and weight: Minimum and maximum requirements?

4. Physical requirements: Vision, freedom from color blindness, average or superior hearing, physical strengh.

5. Aptitudes: Has there been any research on aptitudes required? Clerical aptitude, finger dexterity, pitch discrimination, reaction time, etc.

6. Tools and equipment: Must these be supplied by the worker at his own expense? What is the average cost? Could they be rented?

7. Legal requirements: Is a license or certificate required? What are the requirements for getting it?

8. Citizenship: Is it required?

9. Residence: Must a worker be a resident of the city or state in which he is employed?

IV. Unions:

1. Is the closed shop common or predominant?

2. If so, what are the requirements for entrance to the union?

3. Initiation fees?

4. Dues, does the union limit the number of members?

V. Discrimination:

1. Do employers, unions or training institutions discriminate against minority groups?

VI. Preparation:

1. How much and what kind of preparation is required to meet legal requirements and employers' standard?
2. How long would it take?
3. What does it cost?
4. What does it include?
5. Where can one get a list of approved schools?
6. What kind of high school or college program should precede entrance into the professional school?
7. What subjects must or should be chosen?
8. What provisions are made for apprenticeship or other training on the job?
9. Is experience necessary to enter this occupation?

VII. Entrance:

1. How does one get his first job?
2. By taking an exam?
3. By applying to employers?
4. By joining a union?
5. By registering with employment agencies?
6. By saving to acquire capital and opening his own business?
7. How much capital is needed?

VIII. Advancement:

1. What proportion of workers advance?
2. To what, after how long and after what additional preparation or experience?

3. What are the related occupations to which they may lead?

IX. Earnings:

1. What are the most dependable average figures on earnings by week, month or year?

2. What is the range of the middle 50%?

3. Are the earnings higher or lower in certain parts of the U.S. or in certain branches of the occupation?

Advantages and Disadvantages:

1. What do some workers say the like best and dislike most about the job?

2. Are the hours regular or irregular, long or short?

3. Is there frequent overtime work or night work?

4. Sundays or holiday work?

5. Is employment steady, seasonal or irregular?

6. Does one earn more or less with advancing age?

7. What about vacation[illegible]

8. Maternity leave?

9. Is the working lifetime shorter than average , as in the case of professional athletes?

10. Are the skills acquired transferable to other occupations?

11. Is the work hazardous?

12. What about accidents, occupational diseases?

13. In comparison with other occupations requiring about the same level of availability and training, in what ways is this one more or less attractive?

Simulated or Work Experience for Public Service

Occupational Cluster

Professional------------------City Administrator: Plan and conduct activities such as meetings which would be similar to those of a city.

Semi-Professional and Managerial------------City Manager: Responsible for carrying out or seeing that the responsibilities are done.

Technical and Skilled----------------City Planner: Design things to improve city or area where the school is located.

Semi-Skilled-----------------Technician: Do things to improve the looks of the area that has been designed by others. Such as cleaning up local parks.

Unskilled--------------------Laborer: Helping to see that everything is done by actual on the job experience.

PUBLIC SERVICE OCCUPATIONS

Professional

- City Administration
- Sociologist
- Counselor
- Judge
- Psychometricist
- College Administrator
- City Manager
- Occupational Therapist
- Parole Worker
- Political Scientist
- Secret Service Agent
- School Superintendent

Semi-Professional and Managerial

- Teacher
- Social Worker
- City Manager

Cooperative Extension Worker
Guidance Counselor
Internal Revenue Agent
Safety Engineer
Speech Correctionist

Technical and Skilled

Custom Inspector
Civil Service Worker
Policeman
Mailing Supervisor
Shipper
Fire Warden
Fireman
City Planner

Semi-Skilled

Postal Clerk
Guards
Sheriff
Rural Mail Carrier
Meter Reader
Technician

Unskilled

Mail Sorter
Alarm System Worker
Watchman
Washroom Attendant
Garbage Collector
Laborer

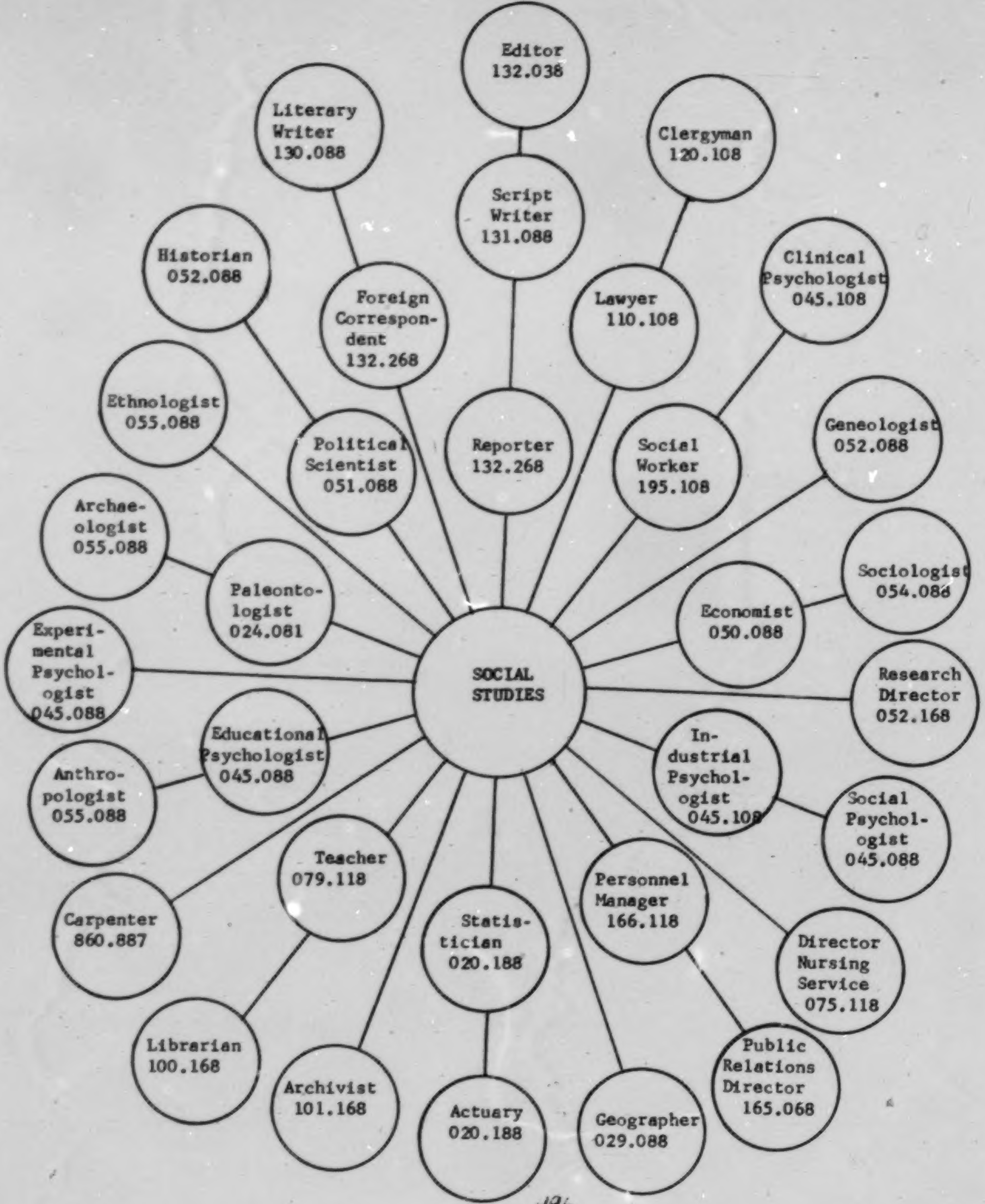
SOME MORE OCCUPATIONS RELATED TO AND USING THE SKILLS OF SOCIAL SCIENCE

Anthropologist
Announcer, radio and television
Appraisers, real estate
Arts, fine
Bank officers
Cartographers
Cartoonists
City Managers
City Planners
Civil Service Workers, Federal
College Teachers
Counselors, Camp
Counselors, Rehabilation
Counselors, School
Criminologists
Economists
Editors, Magazine
Foreign Service Workers
Geographers
High School Teachers
Historians
Industrial & Labor Relations Workers
Lawyers

Museum Workers
Parole and Probation Workers
Personnel Workers
Political Scientists
Psychiatrists
Psychologists
Religious vocations
Salesman, Securities
Social Workers
Sociologists
Time Salesman, Radio - TV
Writers, Free Lance

Students could begin to research the skills needed, opportunities, future prospects and salaries realizable from such occupational choices they might make. *The Dictionary of Occupational Titles* is a primary source along with personal interviews.

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN SOCIAL STUDIES



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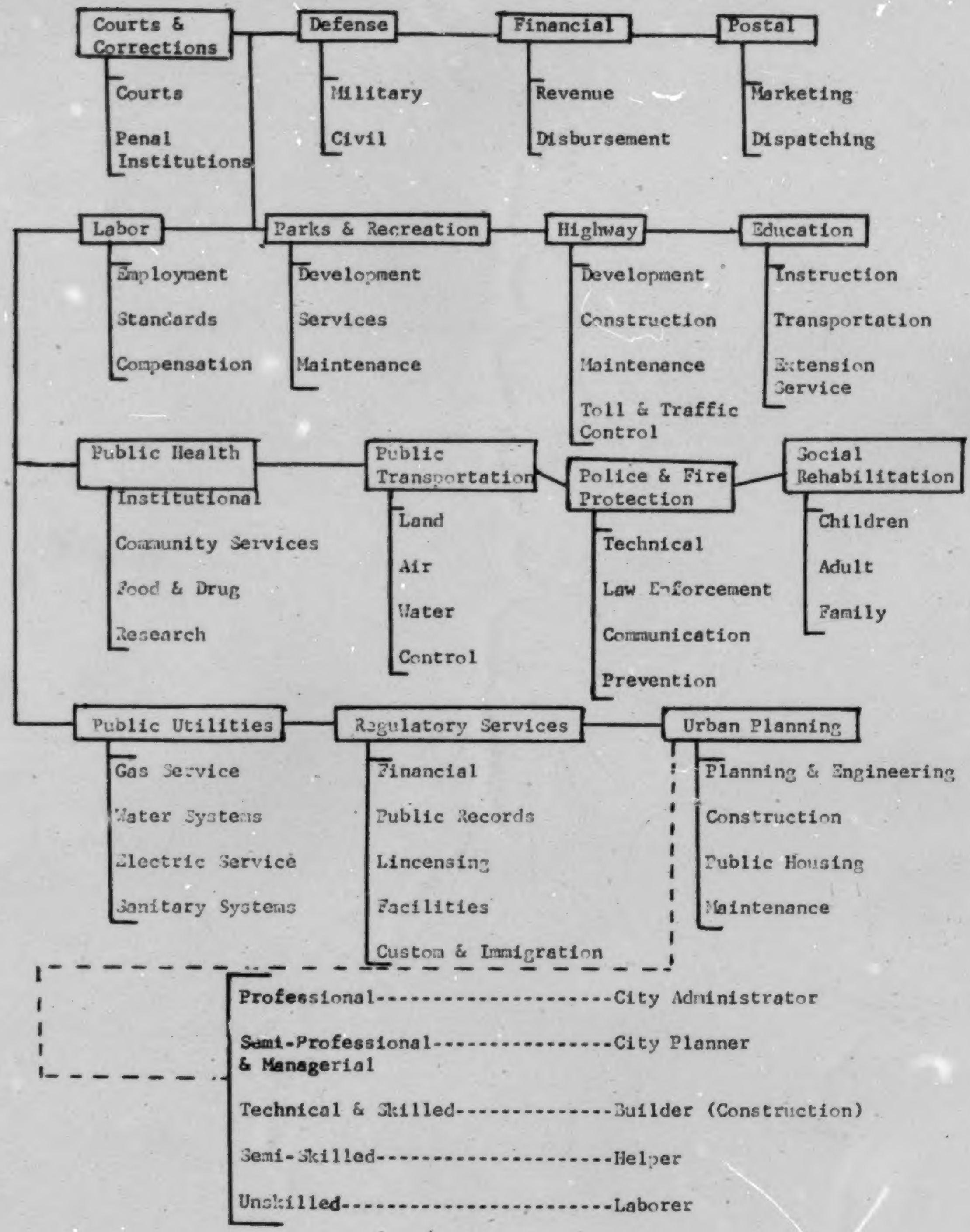
PUBLIC SERVICE OCCUPATIONAL CLUSTER



CHECKING THINGS OUT

Purpose: To gain awareness of self and others, to compare one's responses to the group in a safe, structured situation.

Process: Each student is asked to write out completion for stem sentences. Then the voting questions are asked about each question. Discussion is voluntary.

Stem Sentences

1. What makes me happy is ______________________________.
2. When I get angry I ______________________________.
3. Right now, I'd like to be ______________________________.
4. Sometimes I feel ______________________________.
5. What makes me angry is ______________________________.
6. Someone I really admire is ______________________________.

Voting Questions

for Question 1: How many put down something about another person?
How many put down something about a surprise?
How many put down something about being able to do something you like to do?
How many put down something about a friend?

for Question 2: How many put down something about another person?
How many put down something about not being able to do something you like to do?
How many put down something about doing something to another person?
How many put down something about doing something to some object?
How many put down something about being alone?

for Question 3: How many put down something about being in a certain place?
How many put down something about what they would like to be?
How many put down something about some place in this city?
How many put down something about some place out of the state?

for Question 4: How many put down something about feeling pretty good?
How many put down something about feeling kind of lousy?
How many put down something about feeling super good?

Voting Questions (Continued)

for Question 5: How many put down something about another person?
How many put down something about a friend?
How many put down something about not being able to do something you want to do?

for Question 6: How many put down something about a sports' star?
How many put down something about a television star?
How many put down something about a movie star?
How many put down something about a politician?

I. C. PERCEPTION

Read the following case studies and rate the person in each story as how you see that person's chances for fitting into society.

CASE I

Girl, age sixteen, orphaned, willed to custody of a grandmother by mother, who was separated from alcoholic husband, now deceased. Mother rejected the homely child, who has been proven to lie and to steal sweets. Swallowed penny to attract attention at five. Father was fond of child. Child lived in fantasy as the mistress of father's household for years. Four young uncles and aunts in household cannot be managed by the grandmother, who is widowed. Young uncle drinks; has left home with telling the grandmother his destination. Aunt, emotional over love affair, locks self in room. Grandmother resolves to be more strict with granddaughter since she fears she has failed with own children. Dresses granddaughter oddly. Refused to let her have playmates, put her in braces to keep back straight, did not send her to grade school. Aunt on paternal side of family crippled; uncle asthmatic.

0 / / / / / / / / / / 100

CASE 2

Boy, senior year secondary school, has obtained certificate from physician stating that nervous breakdown makes it necessary for him to leave school for six months. Boy not a good all-around student; has no friends--teachers find him a problem--spoke late--father ashamed of son's lack of athletic ability--poor adjustment to school. Boy has odd mannerisms, makes up own religion, chants hymns to himself--parents regard him as "different".

0 / / / / / / / / / / 100

CASE 3

Boy, age six; head large at birth. Thought to have brain fever. Three siblings died before his birth. Mother does not agree with relatives and neighbors that child is probably abnormal. Child sent to school--diagnosed as mentally ill by teacher. Mother is angry--withdraws child from school, says she will teach him herself.

0 / / / / / / / / / / 100

SELF-RATING INSTRUMENT

Name_________ ___________________

(Can't concentrate)

1. A lot of times, when I want to get something done, I can figure out what it's got to be like when I'm finished, but nothing I do seems to get me there. I can't seem to figure out the way to do it. I'll think a little and try one way. When that doesn't work, I'll think some more. Then I'll try another way, and that won't work either. There seems to be a lot of ways to start, but I'm never sure which way will get me where I want to go. Somebody will try to explain the way to do it to me, but it's hard for me to understand, even when they say it a few times. It always looks as if everybody gets things done before I do.

   This is me.____________________This is me sometimes.________

   This is not me at all.________________

(Misses the Meaning)

2. When somebody is explaining something, a lot of the time I think that I understand what he said, but when I try to say it back or explain it to somebody else, I find that I missed the point. Sometimes the gang laughs at some joke and it doesn't sound funny to me at all. A teacher can tell us carefully what we have to do, but I'm never sure I'll get it right. When I have reading for homework I read every word, but still sometimes I don't have any idea of what the book is saying. I try to study hard, but I don't seem to get out of it what other people get out of it.

   This is me.____________________This is me sometimes._________

   This is not me at all.______________

(Rigid, "In-a-Rut")

3. When something has to get done, I like to do it the way I've done things before. I don't like new ways of doing things. I know that if something has worked before, it will work again. I don't like it when I'm in a group and everybody is trying to figure out a different way of doing something. It seems to me nothing ever gets done that way. Somebody will say, "Let's try it this way." I will answer, or I would like to answer, "What's wrong with the old way?" With all the things there are to do, I don't think we'd ever get anywhere if we didn't have some kind of a regular way of doing them.

   This is me.____________________This is me sometimes._________

   This is not me at all.___________________

(Overly Dependent)

4. When I get stuck in my work, I look around for somebody to help me. Sometimes it's hard to get started, because I'm not sure about what I'm supposed to do. Then somebody explains it to me and it's all right--I go ahead till I get stuck again and need more help. Everything always seems to work out for me after it's been explained, but I need a lot of help. Sometimes somebody tells me that I should try to figure things out for myself, but what can you do when it won't work out? You have to ask for help. If people want to help you, I don't think there's anything wrong with asking them for help.

This is me.____________ This is me sometimes.____________

This is not me at all.____________

(Loud, Dogmatic and Overly Assertive)

5. I like to come right out with what I think. People tell me that I think I'm always right about everything I say. Also, they say I'm pretty loud about it, and even yell sometimes. Once in a while, that hurts somebody's feelings, but I can't help that, if what I'm saying is the truth. Truth is the important thing. Maybe I should be nicer to people, but if I think something is true, I have to say it, don't I? Sometimes that means that I really have to argue with them, but I want to show them what my ideas are. I know what I know.

This is me.____________ This is me sometimes.____________

This is not me at all.____________

(Impulsive)

6. When I want to do something, I always like to get to it right away. When I have to decide about anything, I make my decision quickly. Sometimes when I think about it, I decide that I might have done it another way, but that doesn't matter the next time. I'll still do the first thing that comes into my head, usually. It does turn out, once in a while, that it could have been done better, but I don't like sitting around. I like to do things all the time.

This is me.____________ This is me sometimes.____________

This is not me at all.____________

(Under-confident)

7. I don't talk much in class. When I get an idea, I don't like to talk about it. Maybe its a wrong idea and people will laugh at me. When

the teacher asks a question I sometimes think of a good answer. But I am afraid to say it. I'm afraid that the teacher and the other children will think that I'm not very smart.

This is me.____________________This is me sometimes.____________

This is not me at all.__________________

(Anti-Think)

8. I like doing things. I don't like to think about why I'm doing them, or how I'm doing them. A lot of people like to think about everything before they do it. This makes me mad. It's a waste of time, and can even get you all fouled up. I always say, "If you have a job to do, just go ahead and do it."

This is me.____________________This is me sometimes.____________

This is not me at all.__________________

PEER RATING INSTRUMENT

Name ______________________________

(Can't Concentrate)

1. A lot of times, when he wants to get something done, he can figure out what it's got to be like when it's finished, but nothing he does seems to get him there. He can't figure out a way to do it. He thinks a little, and tries one way. When that doesn't work, he'll think some more. Then he'll try another way, and that won't work either. There seems to be a lot of ways to start, but he's never sure which way will get him where he wants to go. Somebody might try to explain to him the way to do it, but it is hard for him to understand, even when he is told a few times. Everyone gets things done before he does.

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.

(Misses the Meaning)

2. When somebody is explaining something, he thinks that he understands what is said, but when he tries to say it back, or to explain it to somebody else, he finds out that he missed the point. Sometimes he tries to figure out what something means, but he doesn't get anything out of it, while everyone else gets it easily. Sometimes the gang laughs at some joke and it isn't funny to him at all. When he is reading he reads every word, but sometimes he doesn't have any idea of what the book is saying. He tries to study hard, but he doesn't seem to get out of it what other people get out of it.

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.

(Rigid, "In a Rut")

3. When something has to get done, he likes to do it in the same old way. He doesn't like new ways of doing things. He knows that if something has worked before, it will work again. He doesn't like being in a group where everybody is trying to figure out a different way of doing something. Somebody will say, "Let's try it this way." He will answer, "What's wrong with the way we always used to do it?"

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.

(Overly Dependent)

4. When he gets stuck in his work, he looks around for somebody to help him. Sometimes it's hard for him to get started because he is not sure about what he is supposed to do. Then somebody has to explain it to him. He goes ahead until he gets stuck again and needs more help. Things usually seem to work out for him after they have been explained, but he needs a lot of help. Sometimes we try to tell him that he should try to figure things out for himself. He feels that if people want to help you, there is nothing wrong with asking for help.

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.

(Loud, Dogmatic and Overly Assertive)

5. He likes to come right out with what he thinks. He also thinks that he is always right about everything he says. Sometimes he is pretty loud about expressing his opinions, and, at times, he will even yell. Once in a while, he hurts someone's feelings, but he says that he can't help it, because what he is saying is the truth. He thinks that maybe he should be nicer to people, but if he feels that something is true, he has got to say it. At times he really gets into a big argument. He says, " I know what I know." He has to show everyone what his ideas are.

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.

(Impulsive)

6. When he wants to do something, he always likes to get to it right away. When he has to decide about anything, he makes his decision quickly. Sometimes when he thinks about it, he decides that he might have done it another way, but that doesn't matter the next time. He still does the first thing that comes into his head. It does

turn out, once in a while, that he has done something the wrong way, or that it could have been done better but he does not like sitting around. He likes to keep doing things all the time.

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.

(Under-confident)

7. He doesn't talk much in class. When he gets an idea, he doesn't like to talk about it. Maybe it's a wrong idea and people will laugh at him, he thinks. When the teacher asks a question, he may think of a good answer but he is afraid to say it. He is afraid that the teacher and the other children will think that he is not very smart.

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.

(Anti-think)

8. He likes doing things. He doesn't like to think about why he does them, or how he does them. He says, "A lot of people like to think about everything before they do it. But this makes me mad." He thinks that thinking things out and planning is a waste of time, and that they can sometimes get you all fouled up. He feels that if you have a job to do, you just go ahead and do it.

This is ______________________________.
This is ______________________________.
This is ______________________________.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.
This may be ______________________________, but I'm not sure.

Describe the kind of person you are. Please read each sentence, then mark the box that shows how often it is true for you.

(CHECK ONE BOX ON EACH LINE)

	Almost always true 1	Often true 2	Sometimes true 3	Seldom true 4	Never true 5
1. I am a useful person to have around					
2. I feel that I'm a person of worth, at least on an equal plane with others					
3. I feel that I have a number of good qualities					
4. I feel that I can't do anything right					
5. As a person I do a good job these days					
6. I am able to do things as well as most other people					
7. I feel I do a good job these days					
8. I take a positive attitude toward myself..					
9. Sometimes I think I am no good at all					
10. I feel I do a good job as a student					
11. When I do a job, I do it well					
12. I feel that my life is not very useful ...					

GROUP CLIMATE INVENTORY

Directions: Think about how your fellow group members normally behave toward you. In the parentheses in front of the items below place the number corresponding to your perceptions of the group as a whole, using the following scale.

5 They can always be counted on to behave this way.

4 Typically I would expect them to behave this way.

3 I would usually expect them to behave this way.

2 They would seldom behave this way.

1 They would rarely behave this way.

0 I would never expect them to behave this way.

You would expect my fellow group members to

(____) _ _ _ _ _ _ _ _ _ _ level with me.

- - - (___) _ _ _ _ _ _ _ _ _ _ get the drift of what I am trying to say.

_ _ _ _ _ _ _ (___) _ _ _ _ interrupt or ignore my comments.

_ _ _ _ _ _ _ _ _ _ (____) accept me for what I am.

(___) _ _ _ _ _ _ _ _ _ _ _ feel free to let me know when I "bug" them.

____ (___) _ _ _ _ _ _ _ _ misconstrue things I say or do.

_ _ _ _ _ _ (___) _ _ _ _ be interested in me.

_ _ _ _ _ _ _ _ _ _ (____) provide an atmosphere where I can be myself.

(____) _ _ _ _ _ _ _ _ _ _ keep things to themselves to spare my feelings.

_ _ _ (____) _ _ _ _ _ _ perceive what kind of person I really am.

_ _ _ _ _ _ _ (____) _,_ include me in what's going on.

_ _ _ _ _ _ _ _ _ _ (____) act "judgmental" with me.

(____) _ _ _ _ _ _ _ _ _ _ be completely frank with me.

_ _ _ (____) _ _ _ _ _ _ recognize readily when something is bothering me.

_ _ _ _ _ _ (____) _ _ _ _ respect me as a person, apart from my skills or status.

_ _ _ _ _ _ _ _ _ (_____) ridicule me or disapprove if I show my peculiarities.

PERSONAL RANK ORDER

Rank order in an order of perceived importance (personal importance) to you:

____ comfortable life

____ an exciting life

____ a sense of accomplishment

____ a world at peace

____ a world of beauty

____ equality

____ family security

____ freedom

____ happiness

____ inner harmony

____ mature love

____ national security

____ pleasure

____ salvation

____ social recognition

____ self-respect

____ true friendship

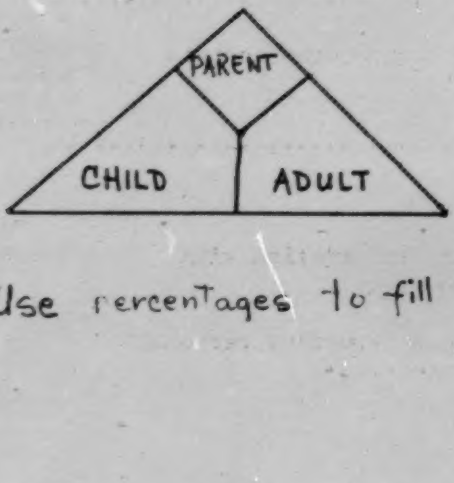
____ wisdom

TYPES OF LEADERS

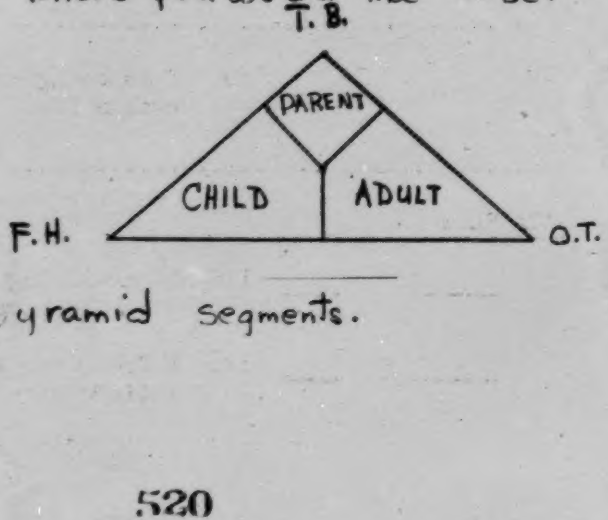
(Compared with Transactional Analysis)

	Tough Battler (Parent)	Friendly Helper (Child)	Objective Thinker (Adult)
Emotion	Accepts Aggression Rejects Affection	Accepts Affection Rejects Aggression	Rejects Affection Rejects Aggression
Goals	To Dominate	To Be Accepted	To Be Correct
Judges Others	Strength and Power	Warmth	Cognitive Ability
Influences	Threat, Intimidation, Withholding and Granting Rewards	Understanding, Praise, Favors, Friendliness	Factual Data, Logical Arguments
Organization	Initiates, Gets Things Going, Disciplines	Support, Harmonize, Relieves Tensions	Defines, Clarifies, Gets Information, Tests
Overuses	Fight	Kindness	Analysis
Becomes	Pugnacious	Sloppy, Sentimental	Pedantic
Fears	Becoming Soft, Dependent	Desertion, Conflict	Emotions, Irrational Acts

Where you are now:



Where you would like to be:



Use percentages to fill in pyramid segments.

GROUP GROWTH EVALUATION

Directions: In front of each of the items below there are two blank spaces. Rate your group on the characteristic as the group was initially and as it is now. Use a seven-point scale where 7 is "very much" and 1 is "very little."

CLIMATE

Initially Now

_____ _____ 1. I am treated as a human being rather than just another group member.

_____ _____ 2. I feel close to the members of this group.

_____ _____ 3. There is cooperation and teamwork present in this group.

_____ _____ 4. Membership in this group is aiding my personal growth development.

_____ _____ 5. I have trust and confidence in the other members of this group.

_____ _____ 6. Members of this group display supportive behavior toward each other.

_____ _____ 7. I derive satisfaction as a result of my membership in this group.

_____ _____ 8. I feel psychologically close to this group.

_____ _____ 9. I get a sense of accomplishment as a result of membership in this group.

……

____ 10. I am being honest in responding to this evaluation.

……

DATA FLOW

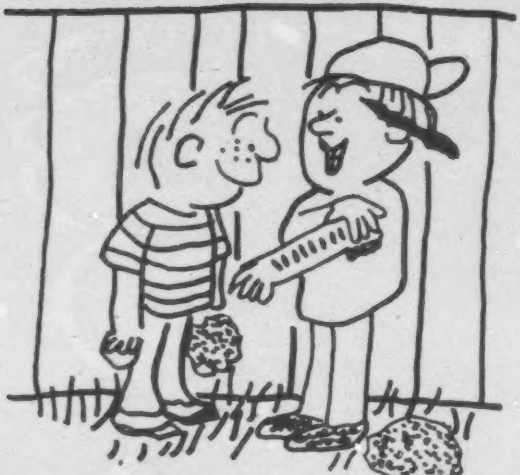
_____ ____ 11. I am willing to share information with other members of the group.

_____ ____ 12. I feel free to discuss important personal matters with group members.

GOAL INFORMATION

____ ____ 13. I feel that I am oriented toward personal goals rather than toward helping the group achieve its objectives.

VALUE SHEET



"That's how you get ready for a spelling test."

Changing Times - 9/71

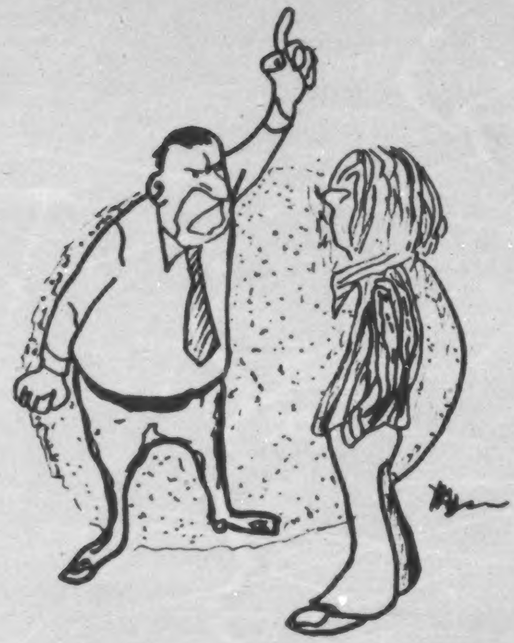
1. What is the boy with the cap doing?

2. What would you do or say if you were the boy with the ball and glove?

3. Have you ever been confronted with a situation as in the cartoon? What did you do?

4. Has your attitude toward this type of a situation changed over the past five years? If yes, in what way?

VALUE SHEET



"You want to know what's relevant?
I'll tell you what's relevant - money!
That's what's relevant!"

Changing Times 9/71

1. What is "relevant" to you?

2. What do you believe the young man is feeling right now?

3. Are these your feelings too?

4. What would you do if you were the younger person in the picture?

5. If you hadn't read the caption under the picture, how would you have reacted to the picture?

EXAMPLES OF VALUE QUESTIONS FOR THE SOCIAL STUDY CLASS

1. If you wanted to change something in our society or this school, what are some ways you would go about it? Have you *ever* tried any of them?

2. The First Amendment affirms the right of freedom of speech. Have you made use of that freedom recently in a way of which you are proud? Name some things more important to *you* than freedom of speech.

3. Has the U.S. fought wars which *you* feel were not just? Which wars would you consider "just"?

4. Do *you* feel busing is an answer to the problem of segregated schools?

5. Would you have "dropped the bomb" on the Japanese?

6. Have *you* ever done anything to contribute to world peace? What things might you do? Do you know some people already doing some of these things? Do you feel their efforts are worthwhile?

7. What do *you* do when *your* friends make religious or racial or cultural slurs?

PERSPECTIVE
(Writer Unknown)

Dear Mother & Dad:

Since I left for college I have been remiss in writing and I am sorry for my thoughtlessness in not having written before. I will bring you up to date now, but before you read on, please sit down. You are not to read any further unless you are sitting down. Okay?

Well then, I am getting along pretty well now. The skull fracture and the concussion I got when I jumped out of the window of my dormitory when it caught on fire shortly after my arrival here is pretty well healed now. I only spent two weeks in the hospital and now I can see almost normally and only get those sick headaches once a day. Fortunately, the fire in the dormitory, and my jump, was witnessed by an attendant at the gas station near the dorm, and he was the one in the hospital and since I had nowhere to live because of the burntout dormitory, he was kind enough to invite me to share his apartment with him. It's really a basement room, but it's kind of cute. He is a very fine boy and we have fallen deeply in love and are planning to get married. We haven't set the exact date yet, but it will be before my pregnancy begins to show.

Yes, Mother and Dad, I am pregnant, I know how much you are looking forward to being grandparents and I know you will welcome the baby and give it the same love and devotion and tender care you gave me when I was a child. The reason for the delay in our marriage is that my boy friend has a minor infection which prevents us from passing our pre-marital blood tests and I carelessly caught it from him.

I know that you will welcome him into our family with open arms. He is kind and although not well educated, he is ambitious. Although he is of a different race and religion than ours, I know your often-expressed tolerance will not permit you to be bothered by that.

Now that I have brought you up to date, I want to tell you that there was no dormitory fire, I did not have a concussion or skull fracture, I was not in the hospital, I am not pregnant, I am not engaged, I am not infected, and there is no boy friend in my life. However, I am getting a D in history and F in Science and I want you to see those marks in their proper perspective.

Your loving daughter,

Susie

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the student with career opportunities closely related to the social science courses.

SPECIFIC BEHAVIORAL OBJECTIVE:

Each student will give oral or written expression to the basic nature of at least four social science related careers.

SUGGESTED SUBJECT AREA - Social Studies

SUGGESTED GRADE LEVEL - 12

ACTIVITY: Researching, formulating reports and discussing report information.

SUGGESTED TECHNIQUE:

A. Introduce to the student the social science curriculum with the purpose of exposing them to its career preparation aspects.

B. Divide the class into two groups.

1. *Assign one group of students to choose one of the following areas in the social sciences to be researched for the career implications:

    a. Anthropology
    b. Economics
    c. Geography
    d. Political science
    e. History
    f. Sociology

2. *Assign the other group of students to research the following occupational areas with special emphasis on their connection with the social sciences:

    a. Criminologists
    b. Economist

---

*The size of each group will determine the number of students to be assigned to each research area.

CONTINUATION ACTIVITY SHEET

SUGGESTED TECHNIQUE

   c. Geographer
   d. Political scientist
   e. Psychologist
   f. Sociologist
   g. Recreation worker
   h. Teachers

C. Panel presentation of research efforts should establish the correlation between the several careers researched and the social science curriculum.

RESOURCE MATERIALS

Occupational Outlook Report Series

U.S. Department of Labor

U.S. Department of Health, Education and Welfare

S.R.A. Career Information

FILM:

Is a Career in the Social Sciences for You? (Available at Curriculum Center)

ACTIVITIES FOR CAREER EDUCATION IN THE SOCIAL STUDIES

Topic: Economics

Concept: Understanding economics helps man to function effectively and make choices and decisions consistent with his needs and resources.

B.O.: The student will evaluate his application of economic concepts in making choices and decisions as a consumer and/or producer.

In order to evaluate application of economic concepts, students will be given a project (e.g., room, a class trip, or an awards banquet) and will then (a) discuss and decide on the project, (b) carry out the project, and (c) analyze the project in terms of economic choices and decisions they made.

Given an explanation of the laws of supply and demands, choice and the merchandising principle of the five R's (right goods, right time, right quantity, right place, and right price), the student will visit several stores and make notes of more numerous quantities of similar goods (merchandise) on the markdown racks and tables and apply the above laws and principles in reasoning why the items did not sell at the original price.

ACTIVITIES

Topic: Economics

Concept: Economic fluctuations influence occupational choice and opportunity.

B.O.: The student will assess how economic fluctuations may affect the job opportunities in the career area of his choice.

As a class, students will prepare a three column chart in which they will indicate priorities of current federal administrations, current priorities of private industry, current priorities of labor organizations, and speculate on the effects these economic fluctuations will have on job opportunities in his career area.

Using short stories, novels, and poetry (Grapes of Wrath, Sister Carrier, An American Tragedy, The Jungle, A Tree Grows in Brooklyn, Under the Lion's Paw) dealings with economic fluctuations, the student will analyze the fluctuations that have affected job opportunities and relate them to his career area.

Given reference material containing economic and employment data, the student will construct a graph which shows the relationship between job opportunities in his chosen career area and certain specified economic periods. (An inflationary and deflationary period or recession or prosperous period.)

ACTIVITIES

Topic: Technology

Concept: Through technology man uses his creative ability and resource in a working setting.

B.O.: The student will use resources, technology, and his creative ability to investigate and develop a project related to the career area of his interest.

As a part of a "Career Day", the student will exhibit a project which uses the resources and technology of a career area. At his exhibit he will explain how resources, technology, and creative ability interact in this career area.

ACTIVITIES

Topic: Technology

Concept: Man uses technology to satisfy his needs and to achieve his desires.

B.O.: The student will employ the technology of a career interest area and assess its contribution to the satisfaction of man's needs and desires.

Given a basic element such as cotton seed, the student will trace the technology involved in the transformation of seed from plant to fabric to clothing and will assess the contributions made to man's needs and desires.

The student will prepare a chart listing in order of importance the goals he feels man should strive to achieve. The student will then assess how the technology of a career area can be employed to achieve these goals. He will then cross reference the technology of his career area to his list of goals.

ACTIVITIES

Topic: Technology

Concept: Technological developments cause a continual change in the emergence and disappearance of jobs.

B.O.: The student will evaluate the extent to which technological change may affect the employment opportunities and the task requirements of his occupational choice.

The student will collect articles from government publications, trade journals, and periodicals such as Time, Newsweek, U.S. News and World Report. From this collection, he will summarize data and write his own prognosis for employment opportunity and task requirements in his career area.

THE TONIGHT SHOW

PURPOSE

To relate careers to world history through role playing.

MATERIALS

A setting for the show - chairs, desk and desired accessories to set the mood for the Tonight Show. These are placed in the front of the class. Each person may dress in costume according to his career. Sound effects may also be used, such as a cassette recorder with Johny Carson introduction and applause.

LESSON CAPSULE

Use the Johnny Carson "Tonight Show" to introduce major aspects of different careers and show the importance or relation of world history in them.

Discuss careers which have been of significance in world history and select five for emphasis in this activity. Divide the class into committees to gather information about the careers selected. Each committee will select one of its members to appear as a guest on the show.

There should be a cast of six students (one will play Johnny Carson) who will present the research on different occupations and will, through role playing, bring out the interesting points of their different occupations. The student playing Johnny must be familiar with each occupation and have questions prepared for each. This can be an effective and interesting way of telling about occupations.

OBSERVATIONS

Role playing may be used in many varied situations. Different occupations could be used at other times. Also, many different television shows or scripts may be acted out.

ROLES OF SOCIAL SCIENTISTS CONCERNING THE VIETNAM WAR

Historian - analyzes events which culminated in war; illuminates similarities between it and previous wars.

Economist - studies economic consequences of war on nation's economy. Suggests that war may result in general rise in standard of living and may also increase inflation rate.

Politicial Scientist - studies the political consequences of the president's actions regarding the war. Concludes the war was a major factor in the decline of the president's popularity during his administration.

Sociologist - analyzes effects of absentee fathers on family stability and studies structure of protest groups.

Psychologist - analyzes the conflict in young men who felt an obligation to serve their country, but who perceived the war as immoral.

STUDENT ACTIVITY

Make a list of actions the five types of social scientists mentioned above might take concerning the resignation of President Nixon.

JOBS IN CARTOONING

PURPOSE:

To make the student aware of the job possibilities in cartooning.

ACTIVITIES:

As a part of a discussion of a text book cartoon consider the possibilities for jobs in each of the following places:

a. industry
b. educational institutions
c. newspapers
d. magazines
e. advertising agencies
f. television studies

Students may also draw a cartoon which portrays a certain attitude toward work. These can be used as bulletin board displays.

PANEL OF PROFESSIONALS

Purpose: To give the students an opportunity to hear and meet people in their field of interest as well as to learn what is important in preparing to work in the field.

Activities: Form a panel of professionals to discuss the problems students encounter when entering the world of work. The panel should be comprised of persons from various levels of industry, government, and business to discuss questions such as:

(a) What courses and activities in high school are important for work in your field?

(b) How can you help high school students or high schools now?

(c) What opportunities and advantages are there in your field of work?

"THE COURT IS IN SESSION - or - HERE COMES THE JUDGE"

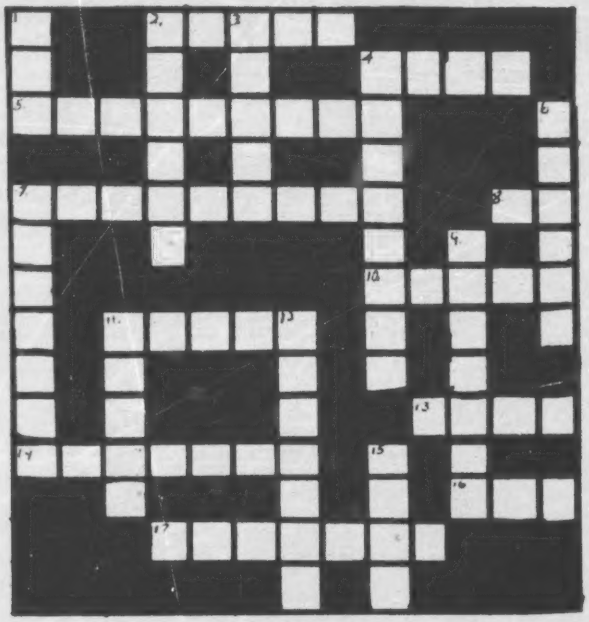
PURPOSE:

To acquaint students with occupations in law.

ACTIVITIES:

Create a serious problem for each student or groups of students, such as being charged with a serious crime or being involved in a lawsuit. Then it is up to the student to find out what occupations can be of help to him. While he is doing this he should try to determine the responsibilities and duties of each occupation. This should involve as many occupations as possible. For example, if a person is involved in a court situation, occupations considered should include not only the judge, but other occupations such as court reporter, baliff, attorneys, bondsmen, etc. This can be implemented in the classroom through oral reports, role-playing, bulletin boards, etc.

CAN EARTH SURVIVE?
Use the clues below to fill in this crossword puzzle.



Across
2. ______________plants make food from sunlight.
4. This is often called one of the worst air polluters.
5. Raw materials found on earth are natural __________.
7. The thin layer of soil, water, and air where life on earth exists
8. Initials of one of the richest countries in the world
10. Poisonous
11. All living things depend on ____________.
13. Unpolluted
14. A "cradle of the sea" where salt water and fresh water meet
16. One metal thrown away each year in the United States
17. The study of the relationships between living and nonliving things

Down
1. A major environmental problem is ______________pollution.
2. Bird that lives in the sage lands
3. One can compare the _____________to a spaceship with limited supplies.
4. A fireproofing material which is harmful if breathed.
6. A praying mantis is a predacious _____________.
7. Human interference can upset the _____________of nature.
9. A tuned car reduces pollution from automobile ________________.
11. Using returnable bottles will cut down on the amount of solid _______.
12. To process and use again
15. Cattlemen want to get ride of _______to provide more room for grasslands.

CAN EARTH SURVIVE?

A			G	R	E	E	N					
I			R		A			A	U	T	O	
R	E	S	O	U	R	C	E	S				I
			U		T			B				N
B	I	O	S	P	H	E	R	E			U	S
A			E					S		E		E
L								T	O	X	I	C
A		W	A	T	E	R		O		H		T
N		A				E		S		A		
C		S				C			P	U	R	E
E	S	T	U	A	R	Y		S		S		
		E				C		A		T	I	N
			E	C	O	L	O	G	Y			
						E		E				

GETTING JOBS

Here are some imaginary advertisements which might have appeared in a city newspaper. Read each ad and, on a separate sheet of paper, answer the question or questions following it.

1. Wanted: Bank trainee for old, established downtown bank. Need a bright, well-dressed, clean-cut high school graduate. Excellent atmosphere and surroundings. Special bank benefits.

   Do you think this bank would hire a very smart, long-haired, heavily bearded young man wearing a bright colored shirt? Does the ad tell you anything about salary level and chances for advancement? Explain your answers.

2. Would you like a chance to make some real money all year around? Do you enjoy meeting people? If you like to be on the move, in a different place every day? If you're a live wire, come to a 120 State Road between 9:00 A.M. and 4:00 P.M. for an interview.

   This want ad is probably meant to recruit: (a) airline stewardesses; (b) door-to-door salesmen and saleswomen; (c) outdoor ice cream vendors; (d) truck drivers. Give reasons for your choice.

3. Be a motel manager and become independent for life. Our intensive 30-day course gives all the know how you need to succeed in a booming business. Both men and women in great demand. Great future for couples. Box 339, New York Sun.

   Do you think that this want ad offers a sure employment opportunity and a secure future? What do you think is the real purpose of this ad?

4. Electrical Engineer. B.S. (Bachelor of Science) degree required. New firm located in upper-middle-class suburb with excellent schools and many established churches. Please submit short resume.

   Describe the kind of person you think this company is seeking.

5. Equal opportunity employer seeks trainees from minority groups to learn assembly line work for the night shift. High school education not required. Good transportation. Extra income chance for housewives.

   What effect does this ad have on the status of minority group workers? Explain.

6. Wanted: Workers for a small foundry. Duties may involve some manual lifting and frequent overtime. Union scale generous. High school education required.

   Do you think this ad is meant to recruit women as well as men? Do you think women should be eligible for this job.

HOW ABOUT A VISIT?

The following activities have been taken from Yellow Pages of Learning Resources from M I T Press.

WHAT CAN YOU LEARN FROM AN ACCOUNTANT?

Accountants make up the second largest field of professional employment for men, so finding one will not be difficult. They can be found wherever business, industrial or governmental organizations are located. Most accountants do their accounting for the business or industrial firm they work with. Others are in public accounting as proprietors, partners or employees of independent accounting firms, while the rest work for federal, state and local government agencies.

Look in the phone book, write to accountant associations (for example, the American Institute of Certified Public Accountants, 666 Fifth Avenue, New York, New York 10019), call a hospital, a construction firm, or a large bakery; ask a lawyer for his accountant; check with your next door neighbor.

There are different kinds of accountants you can look up. Even the smallest business, like a dress shop or toy store or hardware store, employs or uses some kind of accountant. Accountants can work in any of the following positions:

Assistant bookkeeper
Full time bookkeeper
Chief accountant or office manager
Public accountant
Government accountant
Accounting specialist (including bookkeeping machine operator, cost accountant, internal auditor, systems expert, tax specialist, and investigator)

What are the differences among these jobs? Do any have to be certified (licensed)? How do you get certified? Do your duties change when you are certified?

Ask an accountant what you can learn about a business just by looking at what an accountant does. You can learn how much money the business is making or losing; you can learn what items of value the business owns, the amount of money in the bank, the amount owed to the business by customers, the amount of merchandise in the store, the amount of machinery and furniture. You can learn from the accountant how much money the business owes its creditors, how much it owes banks for mortgages and loans, the employees for wages, and the government for taxes.

The accountant can help you understand taxes as they relate to you and your family and the business he works for. He can help you understand the differences among local, state and federal taxes and laws regulating business.

Ask to see the accountant's filing system, his graphs, his tables. How were they computed, and what do they mean? How do you do a balance sheet, an income statement, a cost study, a tax report? How have these procedures changed over the years?

If you talk to a public accountant, ask him how much he charges. How does he get his customers? Ask about advertising and public relations.

Ask an accountant whether he knows computer operations, programming, higher mathematics and how this relates to what he does. Ask an accountant if there are some seasons of the year that are busier than others and why. An accountant can introduce you to the use of mathematics, management, financial analysis and planning, the tax system and regulations, profits and losses--all the things that make the businesses in our country run.

WHAT CAN YOU LEARN FROM AN ARCHITECT?

Most of us never get to meet architects or understand what they do or how they do it. Yet we all experience the fruits of their labors when we use the buildings they design or admire or criticize their architecture. For good or bad, we are surrounded by architecture.

One of the more interesting offices you could visit would be an architect's office. Just to see the environment that people who design environments work in is worth the visit. Even more, architects tend to be articulate and interesting people--even offbeat at times. You can learn a great deal from them. An architect's office will reveal many tools and equipment you probably haven't seen before. Compare an architect's office to a lawyer's office or an insurance company office. How are they similar? In what ways are they different?

Look through the books and the magazines in the office. Watch drawings being prepared and see how models are made. Ask the architect to explain how to read blueprints, and get him to show you a design problem he is currently working on. Trace the progress of a single design problem from beginning to end. There are approximately 37,000 registered architects in the United States and 83 Community Design Centers in 70 cities. For help in locating an architect to visit or for answers to your questions contact the Civilian Engineering Office on your base.

Here are some questions to ask an architect about his profession:

How did you become an architect?
Where did you study architecture?
What courses did you study?
What was the hardest thing to learn?
What degrees do you have?
What training besides school did you have?
What kinds of tests and licenses are required to practice architecture?

What does an architect design?
What skills do you need to design buildings?
Do all architects do the same thing?
Could you design any kind of building?
Are some buildings easier to design than others?
Do architects just design the outsides of buildings?
Do you especially like to design particular types of buildings?
What tools do you use to make architectural drawings?
How are drawings reproduced?
What is a blueprint?
Do you work with other professionals besides architects?
How do you know what building materials are available?
How do you know how people will use the building you design?
What regulations control your building design?
How do you determine the cost of a building?
Are all buildings designed by architects?

How does an architect earn his money?
Whom does an architect work for?
On what basis does an architect get paid for designing?
How does an architect get clients?
Do architects advertise?
How do architects earn their reputations?
What happens if the building you design doesn't get built?
Who owns the designs for a building?
What kinds of contracts do you use in your business?

Do you design things other than buildings?
Who designs bridges?
Who designs public spaces?
How do you treat the spaces around the buildings you design?
Do architects have anything to do with urban renewal?
What is a feasibility study?

What makes buildings stand up?
What is the difference among buildings made of brick, wood, steel, concrete or stone?
How are buildings heated, ventilated, air conditioned?
Do you have any responsibilities for the success of a building?
How do foundations work?

Why do some buildings fall down?
What happens if the building falls down?
Can a building be considered a failure even though it stays up?
Do you ever forget to put something important into a building?
How do earthquakes affect buildings?
How does weather affect buildings?
What makes a building leak?
What makes buildings deteriorate?

What is the difference between a good building and a bad one?
Are some architects better than others?
Do architects win awards for designing buildings?
Who decides which buildings are good or bad?
Do architects differ on the subject of beauty?
What are the different architectural styles?
Are new buildings better than old ones?
What makes a building "modern"?

Is an architect a professional?
Are there professional journals and magazines for architects?
What professional societies exist for architects?
How do architects become members of professional societies?
What is the advantage of belonging to a professional society?
Do architects continue their education after leaving school?
Have things changed since you graduated from school?

What could I do to learn more about architects?
Are there particularly valuable things I could read?
Where could I write for more information?
Could you suggest other places or people I might visit?

WHAT CAN YOU LEARN AT A BANK?

Wherever you live, there's a bank nearby. There are different kinds of banks with different kinds of services, and you should first ask what kind of bank it is: a commerical bank, a mutual savings bank or a federal reserve bank. If you live in an area with more than one type of bank, compare the two in terms of their organization and their services. Also, compare the services of two banks within the same category. Do your banks provide any of the following? Do you know what they are?

Individual checking accounts
Letter of credit
Safe for money and valuables
Administration of trusts and personal estates
Loans to retail merchants, farmers, large industrial concerns
Loans to individuals for house purchase, automobiles, household items, or other personal loans
Revolving check credit plans
Credit cards
Travel services
Ticket agency
Drive-up windows
Special savings accounts
Traveler's checks

WHO WORKS IN A BANK?

Over 900,000 people are employed in banking organizations. Over two thirds of these employees are involved in clerical jobs. (In 1966 commercial banks processed more than 20 billion checks---about 100 for every man, woman and child in the country.) Some of these employees work as tellers or bank clerks, who handle thousands of checks, deposit slips, and other papers daily. Other employees include secretaries, stenographers, typists, receptionists, telephone operators, file clerks, mail helpers, card-tape converter operators, coding clerks, reconcilment clerks, verifier operators, data examination clerks, tape librarians, data processors, bookkeepers, shipping and receiving clerks, proof machine operators, collection clerks, check inscribers and others whose functions are similar to those of clerical workers in other business.

There are also bank officers--president, vice-president, treasurer, comptroller, or other officials. Also attached to a bank may be lawyers, economists, accountants, statisticians and public relations personnel, such as photographers, writers and printers, photographers, writers and printers. Finally, there are the maintenance personnel, guards, elevator operators and other service personnel.

Before talking to personnel at the bank, you might want to write to the following address for information about the banking industry and general information about banking opportunities:

American Bankers Association
Personnel Administration and Management
Development Committee
90 Park Avenue
New York, New York 10016

You might also want to go to your library to look up the definitions of different categories of banks. When it is time to visit, ask for the branch manager or someone in the personnel or public relations office.

Ask how many employees there are and what they do. If you know exactly what kind of information you want, ask to speak directly to an individual in that department; for example, if you are interested in the kind of advertising the bank uses, ask for the public relations office.

Open a Savings Account

Follow the paper work of each of the people who have something to do with your account. How are the files kept? Are transactions written or electronically recorded? If the bank burns down, is there another record of your account? Do you have a passbook or is a statement just sent to you at designated intervals? Is your signature on your records? Is it invisible to the naked eye?

Follow your money. Where does your money go once you have opened your account? Is it locked up in a big safe? Does the bank keep all the money its depositors put in? What is your money used for--loans, buildings, investment? How many people are involved with your one deposit?

Look at your deposit slip and your application form. Who designed them? Is there a special form every bank must use? If so, who legislates that? Are there laws governing who may open an account and who may not or laws about who may withdraw money from an account? Who establishes these laws and who enforces them?

Why should you put your money into a bank? What is the interest? What are the different kinds of savings accounts?

Look at the bank. Is the bank designed in a certain way? Was special consideration given for customer movement? During what hours is the bank open? Are some hours busier than others? If so, why? Is it because it is payday or just before a holiday?

What are checking accounts and loans? What are they used for and how do you get one? How come a store will accept a check instead of cash for an item you want to buy? Will any piece of paper do or must you use an official check? What's a traveler's check, a money order? When you pay by check, how does a shop owner know you have money in the bank?

Why do people go to one bank rather than another? What services draw the most people with the most money? What is meant by the Federal Reserve system? What is the American Institute of Banking? Is there one in your area? What is the gold standard? (See the section "Money" in this book for answers to some of these questions and hints on how to find the answers to others.)

The bank is an excellent place to learn about the general operations of a large company. It is also a good place to understand our money system, how it works, and how it affects you daily.

WHAT CAN YOU LEARN FROM A CLERGYMAN?

Look around your neighborhood or in your phone book and find three or four different clergymen from different religions or denominations. Look at the buildings where worship is held, find out the day of services, look at and talk to the congregations. Then talk to the clergymen about what you see and compare your findings.

Stand outside the building. Is it new or old? Is there special significance in how it was built? Are there religious symbols on the building--crosses, Jewish stars, stained-glass windows? What do they mean? What is the history of the building? Was it always a house of worship?

Walk inside. Ask the clergyman about the significance of the room arrangement, the significance of the religious items and artifacts. Who made them? Where did they come from? Is there an altar?

Watch a service and notice the different roles of the clergyman and the congregation. Ask the clergyman about the religion he teaches. What other roles does he perform in addition to leading the religious service? Does he participate in baptisms, funerals, marriages, confirmations or family counseling? Ask the clergyman about the history of the parishioners--how they have changed as the neighborhood has changed and how this has affected the usage of the building. How does this congregation or this clergyman affect public opinion in the community?

How is the church or synagogue used? Are there classes held there? Do youth groups or social and community organizations meet there? Is there a gym?

Who finances the church? Does the clergyman pay the bills, hire a secretary and maintenance people? Who purchases the religious artifacts? Where does the clergyman live? Who pays the rent? Do clergymen retire? Does he have a pension plan? Does he have insurance? Who pays the doctors' bills? If he has a family, who pays for his children's school or college tuition? Does he have a special wardrobe?

In his religion, what is the hierarchy of authority and who makes the higher appointments? Finally, talk to some members of the congregation and the neighborhood and see if they view the role of this church or synagogue in the same way as the clergyman does.

WHAT CAN YOU LEARN AT A HOSPITAL?

Inside the walls of any large hospital you will find miniatures of a dozen different kind of businesses operating in the outside world. Many hospitals are so self-sufficient that if a blackout occurs, as happened along the Eastern Seaboard in 1966, they are even capable of generating their own electricity.

As in any business, the problems of meeting expenses and collecting money exists. Like a hotel, the hospital is concerned with room and board, but these problems are on a much larger and more crucial scale. Housekeeping and laundry, which may seem to be casual maintenance jobs in the outside world, are vital to an institution that requires sterile conditions.

Hospitals vary. Some are proprietary hospitals owned by a group of doctors. Most hospitals are voluntary to some degree, which means that they take in a percentage of poor patients. Others are municipal, caring mainly for indigents, though Medicare may be having an effect on those hospitals. Veterans Administration hospitals, which treat men and women with service-connected problems, make up the balance.

Aside from proprietary hospitals, most hospitals are non-profit institutions and welcome volunteers. Volunteer work provides an invaluable opportunity to receive firsthand information on the mechanics of a hospital. These jobs include working as a Candy Striper on the hospital floors (delivering mail, flowers, and supplies), or working in the coffee shop or gift shop. Pediatric wards need help entertaining children with stories and games. For more information on what kind of volunteer jobs a hospital has, check with the personnel department or the public relations department.

Whether you are a volunteer, an observer, a patient or a visitor, there are many things to learn at a hospital. Here is a list of some of the departments of a hospital, the kinds of people who work in them and what they do, and the things they can tell you about running a hospital.

Dietary Department

This department employs nutrition experts, chefs and bakers. Try to visit this department at some time other than meal time--perhaps in the early afternoon. These people can tell you how a patient's condition determines what he can eat and why a patient about to undergo an operation can only eat certain things. Ask them what kind of dishes and utensils they use, how they keep food hot, and how they distribute the food throughout such a large building. How do they store large amounts of food? What kind of refrigeration is there? Do they use special cleaning agents in the kitchen?

Admissions Office

People in this office type, answer the phone, make calls, file, design and fill out forms, send out mail and prepare identification bracelets for patients. Ask them how they keep the hospital operating at maximum capacity. How do they keep track of a patient's location in the hospital? What are the rules about visitors? Have they noticed any trends or patterns in admissions?

Housekeeping and Laundry Services

What kinds of equipment are used for these services? How often are hospital rooms cleaned? How often is linen changed? How much of the linen used is disposable? How is a room kept sterile?

Control Supply Service

The person in this department will probably have a background in pharmacology and possibly in inventory control, also. Here are some questions you might ask. How do you store drugs with specific life spans? How long will something remain sterile? How do you package drugs? What affect does temperature have on drugs? How do you distribute drugs? What are the different units of dosage? What kinds of security are maintained to make sure that drugs are not stolen or misused? How do you decide which drugs to stock, and what kinds of records do you keep of your inventory?

Operating Room

The operating room is one of the most important parts of any hospital. It must be kept sterile at all times and if you are allowed to see it, you will probably have to wear a sterile cap and gown. Some hospitals will let you observe an operation from behind a glass parition. This is one of the ways that medical students learn about surgery. What kinds of instruments are used? How is a patient put to sleep? How is the heartbeat monitored? How is bleeding controlled? What is done with an organ that has been removed from the body?

Laboratories

There are many kinds of laboratories, each one a highly specialized part of the hospital. Find out what the differences are among the clinical, microbiology, pathology, hematology, cytology and chemistry labs. What is a diagnostic test? What is a specimen? What is a culture? How do you use a microscope? What other kinds of equipment are used? Visit the blood bank and learn how blood is broken down, stored, typed, tested and transfused.

Other Departments

Other departments of a hospital include the medical records department, radiology, radiation therapy, rehabilitation services (see "Social Worker" in this book), and a building and maintenance crew. A hospital also relies on the individual skills of doctors, nurses, computer programmers, statisticians, engineers, and architects. What does each of these people contribute to help to the operation of the hospital? How does their affiliation with the hospital make their work different from that of others in their field?

WHAT CAN YOU LEARN IN A KINDERGARTEN ROOM?

The kindergarten room offers the observer an excellent chance to watch young children grow emotionally and physically, adjust to a larger social group and learn to understand the world in which they live. You can find a kindergarten--public or private--through your local school board or by looking in the telephone directory under your city or town school system. You can watch the effects of the structure of a room, the effects of the teacher and the effects of the classroom situation on child facing a new experience. Call the school principal and ask to set up a time for observation.

Watch the children and what they do. Who are these children and what do you look for? The children are generally four or five years old. At four they are constantly active, jumping, running, or climbing. They are constantly doing. They are highly egocentric, wanting everyone to watch only them. They do not play in groups. Although they may play near other children, they are really playing alone. They generally do not understand the concept of sharing. They are extremely curious and demand answers, but long explanations will make them impatient, and they are on to new questions long before you have finished answering their original one. They are experimenters and explorers and are constantly looking for support and reinforcement.

As the child moves to his fifth birthday and then toward his sixth, he becomes more cooperative and better able to work in groups, he becomes more organized and more independent, his play becomes more organized and more purposeful and he talks incessantly. However, he retains the need to please and the inability to concentrate for long periods of time.

Watch the children over a period of time; for example, observe a morning session once a week over a semester's time. Make a list of the children's names and mark their progress and the changes in them as the time passes. See if you can guess the age of a child by his behavior.

How long does the child remain with one activity? When does the child say, "Watch me! Watch me!"? Does he play alone? Does he take toys away from others? What makes the child laugh? How does a child get to know an object? Must he touch and feel and push and shove? Does he like to manipulate materials--to pile blocks and sand, and to smear finger paint? When does the child do things for himself, like zipping his own snowsuit? How do the childrem make up games? When do they begin to imitate realife situations, like playing out their home life or being the bus driver? When do they become more dextereous with their fingers and hands? How does the child demand attention? How do his demands change as he becomes older? How does he show anger or satisfaction? Is he moody or even-tempered? What are the similarities among the children and what are the differences?

Watch the things the children work with. These might include:

Musical instruments
Song books
Story books
Coloring books
Building blocks
Animals
Scissors and paper
Paint and crayons
Blackboards and chalk
Dolls and doll houses
Household items
Balls, bats and ropes
Dress-up clothes
Plants
Toys and puzzles
Films
Clay
Wood and tools

The list of materials is endless. What is important is to watch how the children make use of the materials and how they learn, as they grow, to work with each item and to be more creative and more purposeful in their activities.

Watch the teacher--how she moves about the room, the tone of her voice, the kind of vocabulary, the pace of her actions and words, and the effect of all these things on the child. Also, be sensitive to the children's reaction to you, for your presence, like that of any older person, will be realized and you will probably be imitated. To get into the kindergarten room over a period of time, you might want to offer your services as a classroom aide.

Watch the room and how it changes. Is the room pleasant, warm and comfortable? Is the room colorful and alive? Is space utilized well so that there is easy movement? Are the materials arranged in such a way as to stimulate the children? Do children move naturally around the room, forming spontaneous groups? How does the arrangement of the room affect the ongoing activities? How does the room arrangement reflect or impose upon the role of the teacher?

How does the room change when the activities change---for music and singing, for the library, for milk and cookies, for the nap? Is there an area for children's boots and coats? Does each child have his own desk or are there tables? Is there an area for plants to grow, or one for live animals--like rabbits, hamsters, or fish--to live in?

What is the lighting like? Are there movable easels and areas for building blocks? Are there display boards with large pictures or the works of the children affixed to them? Are there numbers and letters around?

Do you think this kindergarten room is well set up to encourage growth and learning on the part of the children? If not, how would you change it? Perhaps the teacher would be interested in your suggestions, if you present them tactfully and in a way that does not discount her own training and experience in the field.

WHAT CAN YOU LEARN FROM A PSYCHOLOGIST?

There are many different kinds of psychologists, and they can be found in many different places. A large percentage are found on college campuses, as instructors and as employees in the counseling department. Others work for government agencies, schools, hospitals, private industry (call the personnel office), nonprofit organizations and clinics. Still others, in private practice, are listed in your local phone book.

Ask the psychologist what he does. Do you teach? Do you counsel individuals or work with groups? How is your work different from that of a social worker? Do you plan and conduct training programs for workers in industry? Do you do research? Do you administer psychology programs in a clinic, hospital, or research lab? Do you do psychological testing? What kind? What are these tests designed to show? Who takes them? How are they assessed?

Ask the psychologist how he obtains information about the person's traits, capabilities, and behavior. Do you interview? What kind of questions do you ask? Do you give a client your opinion about his answer? Do you study personal histories? How do you obtain a personal history? What does it tell you? Do you conduct controlled experiments? Where? For what? How do you record the results? Do you conduct surveys? What are the different kinds of surveys? What are they used for? How do you collect the information? How do you phrase the questions? What is a closed question and what is an open-ended one? How do you analyze the results?

What kind of routine administrative duties does a psychologist have to do? If he is in private practice, does he advertise? If so, how? How does he get his clients?

WHAT CAN YOU LEARN FROM A TEACHER?

Teacher X: "Kids think teachers get locked up in the closet at night and let out in the morning. We're not people to them--we're fixtures in this wreck of a school building. So they treat us like fixtures, and we don't get much of a chance to relate to them as people. I was a lousy student myself, and I figure I've got something to offer kids. I remember the teachers I hated and the dumb assignments I had to do. I want to be the kind of teacher I wish I'd had. I want my kids to have fun learning, and I want to relate to them as one person to another."

Teacher Y: "Students today expect the teacher to let down all the barriers. They don't know what discipline is; they don't know how to finish something they start; they have no respect for anyone older who might just have learned a thing or two over the years. I remember when children knew how to behave--when a teacher could teach. It's not that I hate my students--even though they think I do. It's just that I'm a little at a loss as to how to get through to them. Things have changed so."

Teacher Z: "See, I really love my subject. That's why I went into teaching--so I could continue to read and study. I guess you could say I have something of a problem, in that I'm more involved in what I teach than whom. Come to think of it, my students probably find me somewhat dull. I mean, you have to get to know people before you can like them. I'd like to know my students better; I really would."

WHAT CAN YOU LEARN AT A TELEVISION STATION?

The best way to learn about a television station is to take a tour or attend a rehearsal or taping of a show. Arrangements can generally be made through the public relations or community relations office of a television station. As you walk around, look at the activities going on and notice the kinds of experts involved and what they do. Write down questions as you tour and then ask the tour guide for answers or the name of a person who could answer them for you.

Here are some of the people who put on a television program. Who are these people and what do they do?

1. Producers
2. Script directors
3. Show directors
4. Scenery and set designers
5. Unit managers
6. Technical directors
7. Carpenters
8. Painters
9. Truck drivers
10. Actors and actresses
11. Dancers and singers
12. Costume designers
13. Wardrobe ladies and seamstresses
14. Electricians
15. Prop people
16. Printers
17. Makeup artists
18. Special effects men
19. Cameramen
20. Boom man
21. Lighting engineer
22. Stage manager
23. Video or picture engineer
24. Film librarian
25. Darkroom specialist
26. Writers
27. Reporters
28. News commentators
29. Publicity photographers
30. Camera repairmen
31. Clerical staff
32. Public relations personnel
33. Ushers
34. Telephone operators
35. Accountants
36. Purchasers
37. Time salesmen
38. Sales manager
39. Statistical clerks
40. Researchers
41. Personnel workers
42. Announcer
43. Newscaster
44. Film editors
45. Broadcast technician
46. Development engineers

Who decides which shows will be produced? Who decides when they will be aired? Who writes the script? Who chooses the script? How much space is needed for a scene? How do you replicate a forest indoors? What do you do when there are several scenes with different sets but only one space to work in? Who builds special furniture? Who keeps a record of what "property" the station owns? Are there certain colors that must be used for costumes and sets?

Who figures out the budget? Who determines where financial cuts are to be made? How much does a stuido rent for? Who hires the cast? Does a television station have its own cast or are people hired from outside? How are the credits printed?

How does a cameraman know what to shoot and when to do it? What is the control room? What kind of training does someone need to work in the control room? How are special effects done? Are there laws governing special effects in a studio? How does a television camera work? How many cameras are needed to present a show? How does a television company switch from one show to another at the end of a program? What are the differences among a taped, filmed and live show? What are the advantages and disadvantages of each type? Where are the video tapes from old shows kept? How do we get filmed news from Moscow or London the same day the events happen? What is remote pick-up? What is closed-circuit television? How is color transmitted?

TRANSACTIONAL ANALYSIS

Self Concept and Values

A TRANSACTIONAL ANALYSIS PRIMER

John P. Anderson

The purpose of this article is to show some of my personal excitement and enthusiasm for Transactional Analysis as a professional tool. It can be used to help people discover the infinite possibilities for growth and development of their human potentials. It can also help uncover psychological and emotional blocks that keep growth possibilities locked in at individual, group and organizational levels.

In my work with individuals, in group counseling, and in the training and teaching of professionals -- teachers, counselors, ministers, social workers, medical doctors, psychologists, etc. -- I use Transactional Analysis as a theoretical framework. In addition, I use Gestalt, family sculpturing, and psychodrama.

I find I can use Transactional Analysis as a framework to get some clues about where people are hurting in their lives, where they are having fun and enjoyment, and where significant meaning or lack of meaning is occurring in their lives. I use it to check out their awareness of themselves in terms of possibilities: for growth, meaning, fun, creativity, joy, spontaneity, curiosity, love, excitement, adventure, decision-making, nurturing, learning, reality-testing, and the ability to live life in the here-and-now as well as in the anticipated future.

It can help persons to become more aware of their possibilities and to explore and examine what they are doing to and with themselves within their awareness and outside of their awareness. It is a means of exploring creative options and alternatives for using awareness of self for more creative, fun-filled living. It can help people in the group setting to practice living the creative options they have chosen for themselves.

I. INTRODUCTION TO TRANSACTIONAL ANALYSIS

A. Transactional Analysis is:

1. a system of analysis developed from the work of Eric Berne, who saw it as an extension of psychoanalysis.
2. a theoretical framework emphasizing the following:
    a. "selves within," including Parent, Adult, and Child.
    b. interaction ("transactions") between people and between various "selves within."
    c. an individual's existential position."
    d. a preconscious life-plan (script).

3. a method of using a group to facilitate growth of the individual in the group. It is not a kind of sensitivity training; it is not a "group therapy."

   It emphasizes:

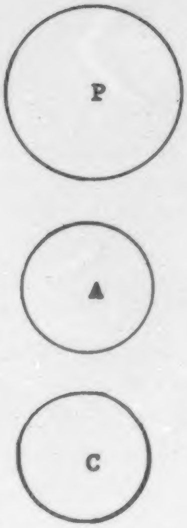
   a. the person's ability to change himself. The group facilitator does not change the person; he only leads him to a point where the person decides to change.
   b. permission. It is the process of changing the Parent in a person's head who won't give him permission to change or be different from the way he is, to a nurturing Parent who gives his Child permission to change and nurtures his Child as he changes and grows.
   c. the individual's control of his "selves within" and, consequently, his emotions and social interactions.

B. Basic Theoretical Assumptions in Transactional Analysis are:

1. Structural Analysis: "selves within ourselves and others." All people have three persons within -- Parent, Adult, and Child. These are technically known as Ego States. An Ego State denotes the habitual ways of thinking, feeling, and reacting that occur together. The division of a person's personality into three Ego States (P. A. C.) takes the following form:

   a. PARENT: The Parent in you feels and behaves in the same ways you perceived the feelings and behavior of your mother, father, or significant others who raised you.

PARENT FUNCTIONS



i. Sets limits.

ii. Gives advice.

iii. Disciplines.

iv. Guides.

v. Protects.

vi. Makes rules and regulations about how life should be: the do's, don'ts, always, nevers, shoulds, shouldn'ts, musts, ought-to's, have-to's, can'ts, wins, loses, goods and bads.

vii. Teaches how-to's.

viii. Keeps traditions (God, Mother, Country, apple pie, etc.)

ix. Nurtures.

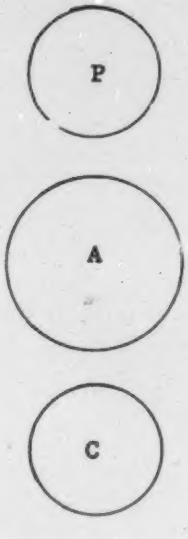
x. Judges.

xi. Criticizes.

The functions of the Parent are neither positive nor negative. How the parents or significant others use and communicate these functions to the child determines to a large extent how the child views the parents, authority, and society. Our institutions in society are primarily an extension of the parental functioning. The Child in the person can decide to accept, reject, or go back and forth and not make a decision about what the Parents offer. One of the major goals in working with the internal Parent in individual or group counseling, or in a teaching experience, is to help the individual to discover and be aware of his Parent and then to sort out what makes sense and what doesn't, in the here-and-now reality. It is important for him to be able to make decisions; to update his attitudes, behaviors and feelings in terms of what works; to help him live life in a more meaningful way; and to know he can live his own life, not that of his parents.

b. ADULT: The **Adult** is the part of you that figures out things by looking at the facts. It is the part that computes, stores memories, and uses facts to make decisions. The Adult is unemotional and is concerned with "what fits" or what is most expedient and useful. ADULT DOES NOT MEAN MATURE.

ADULT FUNCTIONS



i. Data-gathering on the Parent, Adult and Child, e.g., how the Child feels and what he wants; what the Parent says, feels, or reacts to; what the memories stored of past decisions in the Adult have to say; and what the external situation in the here-and-now supports.

ii. Sorting out the best alternatives from this data collection. The Adult computes, if a decision is needed, as to which data to use or decides that the data are insufficient for making a decision.

iii. Planning steps in the decision-making process:

a. results wanted
b. the best way to go after them.

c. first step to get a result.

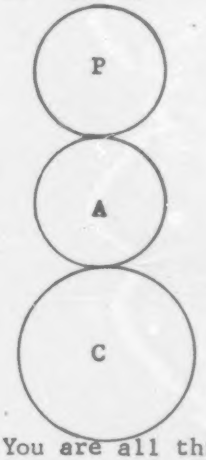
d. action or alternatives if desired results is not achieved.

e. recycling process.

Each person's Adult has its own way of functioning and may or may not go through this kind of process in making decisions. These are processes I have observed in making my own decisions as well as being a part of the decision-making process of others in counseling, teaching and consulting work.

The Adult works with the Parent, Child, and Adult of others to make decisions. Adult words and phrases are: "Now I see the way it works." "hear your Parent, Adult, Child." "This is practical, suitable, correct, useful, helpful"

c. CHILD:



The Child in you is what you were when you were very young. There are many children inside us from the past. They are known collectively as the Child. These children have the same feelings and ways of behaving you had when you were little. The children may be angry, rebellious, frightened, or conforming (under the influence of your internal Parent, so as to please your internal Parent). The conforming Child is called the Adapted Child. On the other hand, your Child can be natural, loving spontaneous, creative, carefree, fun-loving, exciting, adventurous, curious, trusting, or joyful. The Child uses words like: "Wow! Gee! I want, I enjoy, I can, I will, I won't, I can't."

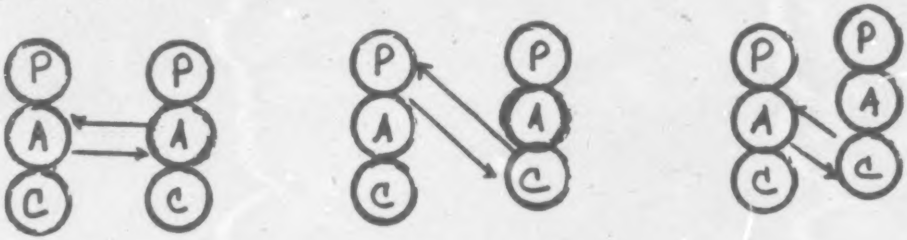
You are all three persons. All three are important. No ego state is better than any other. The situation and the Adult determine what is appropriate. It is desirable to have your Adult functioning all the time to be aware of the Parent, Child and the situation so that the Adult can help with the decisions. The Adult can turn off the Child or the Parent or both. You do have some control over your emotions. This is not the same as suppression or repression. It involves the changing of ego states. CHOICE and DECISION are the key words -- freedom to be ourselves. To choose how we will feel, think, behave in a given situation; to be aware of our choices and the decision we have made; and to be aware of many other options and alternatives is a fulfilling life-style available to those who attain this freedom.

2. Transactions: interaction between people and between the various selves within. A transaction is a verbal and/or nonverbal communication between two or more people.

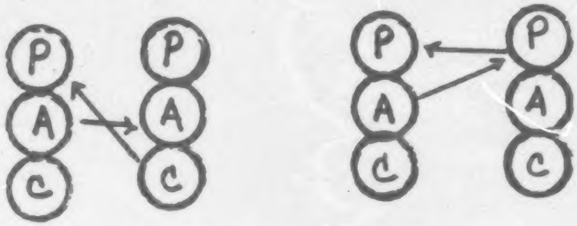
It can be an exchange of friendly words or angry blows. For example, "Hello, Dick." "Hello, John." The Parent, Adult or Child in Dick responds to the Parent, Adult, or Child in John, depending upon which one said hello. A conversation is a series of transactions. The transactions can be Parallel. Crossed, or Ulterior.

In the examples of transactions which follow, the arrows tell the direction in which the communication is going.

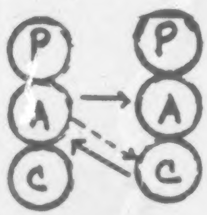
a. Parallel



b. Crossed



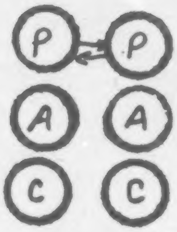
c. Ulterior



Here is an example of a conversation that demonstrates Parallel, Crossed and Ulterior transactions:

This is the Doe family:

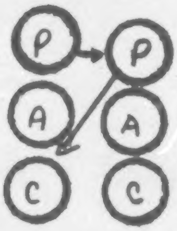
Parallel: Parent-Parent, Parent-Parent



Mother (Mary): Our family is a very proud family with a long tradition. The fact that my mother lives with us says that we take care of our own.

Father (Joe): Yes, we are a proud family, Mary, a stubborn and God-fearing family on both your side and my side. We pride ourselves in big families and make sure that traditions are passed on from generation to generation.

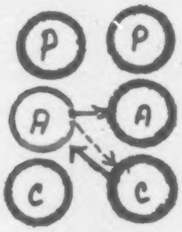
Crossed: Parent-Parent, Parent-Child



Grandma (Mary's mother): I am proud of both of you. You are such wonderful children. I sometimes have to remind you of family traditions, but you are just wonderful to me.

Joe: Yes, but I wish sometimes you would let us work it out on our own. I wish you would let us raise John and Sue and Little Joe our way.

Ulterior: Adult-Adult (but actually directed toward the Child), Child-Adult.

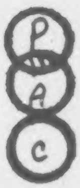


Mary: Joe, you are starting a fight with Momma. Let's go to bed (and have some fun!).

Joe: O.K.!

3. Contamination: this is your Child accepting your parent's or significant others' prejudices, opinions, and feelings as your own, without ever using your own, without ever using your Adult to check out the facts for you. This can lead to difficulties.

Example from the Doe Family:



Mother: Sue, all blacks, Jews, Catholics, strangers, and foreigners are not to be trusted; they are no good.

Grandma: That's right, Sue. This family is very proud of its tradition of keeping close friends and family with folks like us.

Sue: O. K.

Joe, Jr.: (at school, during lunch time): Sue, I would like you to meet Mike. Mike is my best friend. I like Mike!

Sue: Joe, you know what Mother said about blacks and strangers and Jews and Catholics and foreigners!

Joe, Jr.: I like Mike. I don't care what Momma says.

Sue: I'm going to tell Mother when I get home.

Sue's Child has bought Mother's prejudices, and Joe's Child has found a black friend that he feels good about, so his experience does not check out with what Mother said.

4. Strokes: a recognition of one's existence by a fellow human being. A stroke can be verbal or nonverbal, or both. A hello, waving of the hand, a smile, "I like you," a kick on the shin are examples of stroking. Everyone needs some kind of stroking, whether pleasant or unpleasant.

A stroke that evokes a feeling of "I count, you count," or "I'm OK, You're OK," is a positive stroke. Expressed loving, caring, respecting knowing, and responding to a need are positive stroking. Example: a spontaneous hug.

A stroke that brings forth a feeling of "I don't count, I'm not OK" is a negative stroke. Expressed hating is a negative stroke. Example: "Get away from me, I can't stand you!" A conditional stroke is a stroke given to you for what you do. Example: "Johnny, if you take off your shoes, Momma will like you."

An unconditional stroke is a stroke given to you for being you. Example: "I like to be near you."

Strokes are necessary for physical and mental health. There are studies of children in foster institutions that suggest that without physical **stroking infants may die because their urge to live decreases.**

Throughout your life you need physical stroking. As you grow up, symbolic or word stroking becomes a substitute for the physical stroking you got when you were a baby.

Stroking for being is most important for your Child, as well as for doing. Enjoying asking for positive strokes and unconditional strokes is a very important lesson to learn. You need to take responsibility for making sure you get the kind of positive, unconditional strokes you want and need.

Giving positive, unconditional strokes is very important. It helps you stroke yourself for helping others feel good about themselves. You can stroke yourself for being you and for the things you like and enjoy about you. It is exciting to grow with strokes and strokes and strokes!

A Look at Stroking in The Doe Family:

Father: Mary, that was was a very good dinner -- just a little rich for blood.

Mary: I'm glad you enjoyed yourself, Joe.

Sue: I didn't like the beans, Mother.

Mary: O. K., Sue, how about tasting them when I cook them again and see if you feel the same way?

5. Existential or Basic Position: your Child in you has his own way of looking at and experiencing himself and other people. The general view or basic stance the Child decides is called Existential or Basic Position. There are four basic positions.

(1) I'M OK: YOU'RE OK. This is the healthy position.

(2) I'M OK: YOU'RE NOT OK. This is a distrustful position. It is a position taken by a Child who is suspicious of people.

(3) I'M NOT OK: YOU'RE OK. This is the position of the Child who usually feels low or depressed.

(4) I'M NOT OK: YOU'RE NOT OK. This is the position of a Child who feels that life just isn't any good, and he may even go crazy to excape it.

A person whose Child feels NOT OK becomes more used to negative strokes than to positive strokes. He refuses to accept positive strokes because he feels he doesn't deserve them. He goes out of his way to collect negative strokes. He may really want compliments, but he feels uncomfortable when he gets them. He is not used to them, and when he gets one, he thinks the person who gave it must not be very bright or must want something.

On the basis of our existential positions, we set up systems with others. These systems are manifested in certain interactions (transactions), which result in feelings.

Thus: Person A: "I count, you don't."

Person B: "I don't count, you do."

Certain positions do not go well with other positions on long-term basis. "I count, you count" may not fit with the existential positions of others with whom we must relate. Hence, if an individual goes into therapy and gets well, he may no longer "fit" with his spouse, family or friends. Three possibilities arise:

(1) He can change back.

(2) They may change to "I count, you count."

(3) They may break up. ("He was a good man and a good husband before he saw that psychiatrist.")

6. Stamps and Rackets: storing up bad feelings or good feelings as an exuse for doing things you might not otherwise do is stamp collecting. You can collect stamps from yourself and from others. When you get enough stamps, you can cash them in for a "PRIZE:" free coughing spell after smoking, punching someone in the nose after taking a lot of insults or hurts, allowing yourself a relaxing time after a productive job.

Brown stamps are for bad feelings, and Gold stamps are for good feelings.

Brown stamps: the art of collecting hurts and insults (real or imagined) until the victim feels ready to cash them in for a free drink, a free temper tantrum, a free divorce, a day off sick, a free run away, or a free suicide.

An example from the Doe family:

Joe, Jr.:	Mother, I don't think you love me.
Mother:	Of course I love you, Joe. Don't be silly!
Joe, Jr.:	How can you love me when you get so mad at me?
Mother:	I get mad because I love you. I want you to do things right.
Joe, Jr.:	You mean you only love me when I do things for you?
Mother:	You know that's not so, Joe!
Joe, Jr.:	It is so, and I hate you!

Gold stamps: saving up some good feelings for doing things well that you feel good about. You can cash in these gold stamps to buy youself new clothes, a night on the town, a relaxation.

Collecting stamps is a way of trying to help the Child in you feel OK. If your basic position is I'M OK: YOU'RE OK, you will not collect stamps, brown or gold. In this position you do not need excuses for what you feel or do. You have decided to be OK and you are, no matter what happens to you.

Rackets are habitual ways of feeling bad that you learned from your parents or whoever raised you. They are your parents' feelings, not yours, but you act as if they were yours. Did your parents feel anxious, depressed, confused, guilty, fearful, nervous, angry when pressure or tension was high in your family when you were a child? Was Adult action taken to eliminate the pressure or tension? If not, they probably taught you a racket.

Rackets and stamp collecting originate from the NOT OK Child of your parents which your Child uses to keep from taking constructive action.

7. Ways of Structuring Time: we all need strokes. We need to be with people in order to get strokes. You are one of the people with whom you spend your time. Hopefully, you are one of your favorite people and give yourself positive, unconditional strokes when you are with yourself alone, as well as when you are with other people. The way you fill your time will depend on which of the four basic positions your Child has taken and on what kind of stroking your Child wants from others.

   Your greatest need is to be close to someone in a loving relationship. This is called intimacy, one of six ways of filling time. There are five other ways. You use them because you cannot be intimate with everyone. Your Child in you may not feel sure that he is OK (lovable.) You may feel afraid to be warm and close to anyone. If so, you will use the five other ways to fill time with people, even though your greatest need is to be close to someone in a loving relationship.

   Your Child may settle for ways of getting along that seem to him safer, less frightening, than love. In the I'M OK: YOU'RE OK position all six ways of structuring time are used to bring variety, enrichment, enjoyment to self and others. Spending your time affirms your and others' OKness.

   a. Withdrawal. You withdraw when you are present physically but absent mentally from the people around you. There can be many reasons for withdrawal; fear of getting hurt; mentally leaving a lecture to think about an idea that struck you; talking to yourself if you are angry in order to cool off; going some place else in your mind, e.g., you are at home when you are physically at work, at work mentally when you are at home, or with Joe when you are physically with John, or daydreaming. You are not expressing the here-and-now.

   b. Rituals. The second way to fill time with people is by "rituals." A ritual is a fixed way of behaving toward other people, a transaction or set of transactions that almost everyone uses. For example, look at the way you greet your friends. You may say something like, "Hi, how are ya doing?" Your friend may say, "Hi, I'm fine.

How are you?" You may say, "Fine, thanks." This is a fixed way of behaving, an example of one of our many greeting rituals. Each remark is a word stroke. If people do not return these strokes, we consider them unfriendly or even rude. If you have good manners, you are probably a good stroker. You can be depended on to go through the rituals.

c. Activities. Activities are programmed or spontaneous actions between or among people. They can be parallel, such as skiing, eating or cooperative, such as tennis, sexual intercourse, work, etc.

d. Pastimes. A fourth way you can fill time with people is "pastiming." "Bull sessions" and gossip are examples of pastimes. Some have names, such as "General Motors," a pastime in which people talk about and compare cars. "Who Won" involves sports. You can name many other pastimes. They are usually pleasant ways of exchanging strokes, filling time, and getting to know people. "Making Out" is a pastime of teenagers; it may lead to a loving closeness (intimacy), but it may be done without any real love at all.

e. Games. A game is unconscious, but lets the player collect "stamps." When the same transactions are conscious, this is a manipulation, not a game. People may get some unpleasant unexpected emotional pay-off (e.g., hurt, anger, guilt, confusion -- "stamps") from their transactions. These may be unpleasant, and they are likely to be familiar. A "game" consists of three parts:

(1) An ostensible transaction (usually Adult-Adult).

(2) A hidden (unconscious) transaction (usually Child-Parent or Child-Child).

(3) A sudden unpleasant emotional reaction ("stamp").

Games are named on the basis of how the player feels when the game is over. Games help structure time, gain us strokes, give us "stamps," and reinforce existential positions. Over ninety games have been described. Some of the more common games are: If It Weren't For You, Kick Me, and I'm Only Trying to Help.

Certain games and pastimes seem to go together. For example:

I'M NOT OK is reinforced by

Strokes -- Kicks (negative).

Games -- "Kick me."

Stamps -- Feelings of being hurt, attacked, blamed, abused, or rejected.

Pastimes -- **"Ain't it awful?"**
"Look what happened to me."
"My woes are greater than yours."

f. Intimacy. This is characterized by the uniqueness of both partners, a mutuality in giving, sharing, taking risks, and trusting. This is not the same as being involved with things (e.g., watching T.V. together), involvement with too many people (so one can be intimate with none), mindlessness, or sexual activity. Intimacy is a "union of personalities," the mutuality of two people in a shared identity. It results in a mutual verification through an experience of finding oneself as one loses oneself in another.

An intimate relationship requires certain qualities of each individual as well as of the interaction between them. Intimacy grows as people dare to risk greater openness, learn to be emotionally present to one another, and develop a high degree of caring for one another through a climate of trust based on commitment to open-ended continuity.

Intimacy is like an instrument of many strings. The music which people make together comes from playing a variety of combinations of strings. The important thing is to discover the particular harmony and melody of intimacy which is most satisfying mutually for the people involved. The music patterns will vary at different periods in the relationship. At various times the music will be interrupted by silence or disharmony.

FACETS OF INTIMACY

i. Sexual: expression of caring and enjoyment of each other.

ii. Emotional: the depth awareness and sharing of significant meanings and feelings. The touch of the inmost selves of human beings. Being tuned to one another's wave length. Child-Child communication.

iii. Intellectual: closeness in the world of ideas.

iv. Aesthetic: sharing experiences of beauty.

v. Creative: sharing the experience of creating.

vi. Recreational: relating in experiences of fun and play.

vii. Work: the closeness of sharing common tasks.

viii. Crisis: closeness in coping with problems and pain.

ix. Conflict; facing and struggling with differences.

x. Commitment: mutuality derived from self-investment.

xi. Spiritual: the we-ness in sharing ultimate concerns.

xii. Communication: the source of all types of true intimacy.

8. Injunction, Counter-Injunction: located in the Parent are feeling messages -- fears, **wishes**, desires, anger -- that your parents felt prohibited or inhibited about as a child. We call these feelings messages Injunctions. These messages are irrational, expressed preverbally and nonverbally, from the angry or frightened Child of the parents, usually the mother. They vary in range, area of restriction, intensity, and potential for damaging effects.

Examples:

Don't be you, be me or someone else (male, female, black).

Don't grow up.

Don't be well, be sick.

Don't be a child, be grown up.

Don't make it, don't be a success.

Don't be close to people.

Don't be sane, be crazy.

Don't count, be unimportant.

Don't think/feel what you think/feel (angry, sexy, happy, good), think/feel only what I think/feel.

A Counter-Injunction is a message, usually in the form of a slogan, from your grandparents or from whoever raised your parents or parental figures.

Examples of Injunction and Counter-Injunctions:

From Mother's Child: "Don't be you."

From Mother's Parent: "Be a man, my son."

The result may be homosexuality, forever proving one's self as a man, or withdrawal (live alone and being lonely).

From Mother's Child: "Don't feel good, be unhappy."

From Mother's Parent: "God helps those who help themselves."

The result may be a person looking for ways to make himself miserable.

From Mother's Child: "Don't grow up."

From Mother's Parent: "Raise yourself by your own bootstraps."

The result may be a person who works hard but never makes it.

The Doe Family

Sue: Momma, I am so angry at my teacher.

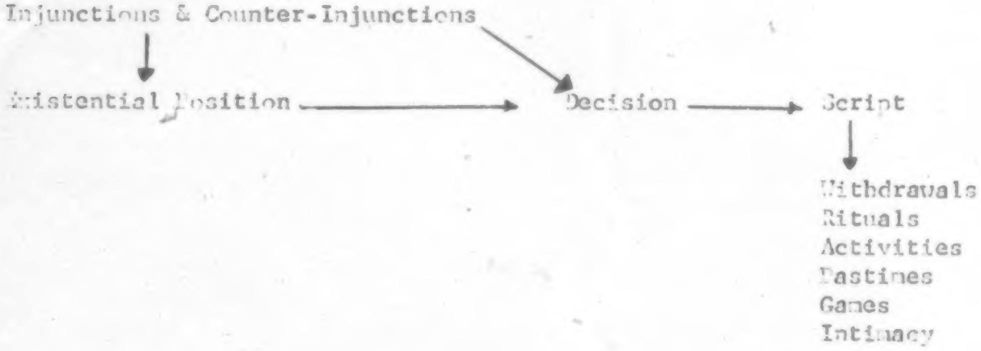
Momma: Sue, we don't get angry in this family!

Sue: I'll go tell Grandma! Grandma, I'm angry!

Grandma: It's alright to be angry and blow up once in a while, Sue!

9. Scripts, Counterscripts and Episcripts: a Script is a pre-conscious life-plan, decided by the child before age 6 or 7. It is based on injunctions and counter-injunctions, consequent existential position, and insufficient information. Since it is decided, it can be re-decided.

We hypothesize the development of the person's script as follows:



A Counterscript is a preconscious life-plan decided by the Child's Parent. People who have problems appear to have scripts that have a bad outcome (sickness, badness, stupidness, craziness, suicide, or murder). The counterscript, based on messages from the parenting from person's Parent, generally has a good outcome. A person can switch from script to counterscript. The aim of therapy is to free the person from following his scripts and counterscripts.

Sometimes a child may decide he can avoid the bad outcome of his script by passing it on to someone else (e.g., I can avoid craziness if I can drive others crazy). This is known as an Episcript.

II. (TEACHING) THERAPY CONSIDERATIONS

To the extent that therapy (Teaching) is able to focus on injunctions, counter-injunctions, and existential position, it is powerful, efficient, effective, and lasting.

A. Assumptions

It is assumed that the facilitator (Teacher) cannot change the person. Only the person can change himself. The facilitator can:

1. bring the person to an awareness of how he makes himself and others sick, bad, stupid or crazy.

2. help him develop permission to change.

3. give protection while he changes.

If he is aware of how he hurts himself, he is aware of the changes he needs to make. But will he make the changes? The facilitator may need to help the person give himself permission to make the change.

> Unfortunately many persons and facilitators wait for something magic to happen to make it all right (the Santa Claus fantasy). Consequently, persons can be in "therapy" for years but never change. Others may be in therapy to be "in therapy" but not to change.

B. Basis For Change

Therapeutic (Educational) change is based on decisions and action. If the person does not do this, no one else will; hence the necessity of emphasizing:

1. contract.

2. the Adult's ability to turn off inappropriate Child and Parent states.

3. permission.

4. protection.

5. decision.

6. what the person can do. If you accept a "can't," you agree with the person that he is helpless and, therefore, likely hopeless.

C. Contract

The person commits himself to a plan for behavior change. Important contracting conditions:

1. The person makes the contract with himself; the facilitator (Educator) is only a guide and a witness. With a dishonest contract, the person thus defeats only himself.

2. The more explicit the contract the better. The person has the right to refuse a contract, which is another way of clarifying his readiness for change.

3. The more operational the contract the better (e.g., "happiness" is not operational; there are no criteria to measure it by). You might ask the person:

    a. "What would you be doing better if you were happier?"

    b. "How do you make yourself unhappy?"

    c. "What do you want to stop doing?"

4. The contracts can be renegotiated.

5. Contracts are most useful if satisfactory to all of the three ego states of both the facilitator and the person.

6. The contract is one way of assuming that what goes on between the facilitator and person is more likely to be an activity which promotes growth toward personal fulfillment.

III. SUGGESTED READING

Berne. Transactional Analysis in Psychotherapy. N.Y.: Grove Press, 1961.

Berne. The Structure and Dynamics of Organizations and Groups. Phila.: Lippincott, 1963.

Berne. Games People Play. N.Y.: Grove Press, 1964.

Berne. Principles of Group Treatment. N.Y.: Oxford University Press, 1966.

Berne. Sex in Human Loving. N.Y.: Simon Schuster, 1970.

Clinebell and Clinebell. The Intimate Marriage. N.Y.: Harper and Row, 1970.

Harris, McCormick, and Campos. Introduce Yourself to Transactional Analysis, Stockton, Calif.: San Joaquin TA Study Group, 1970.

Transactional Analysis Bulletin. (The journal of the International Transactional Analysis Association.)

MEASUREMENT OF AFFECTIVE DOMAIN

Self awareness and career awareness are two central aspects of education. These can be measured so we can know if we are doing what we say we are doing or not. District III Curriculum center has two book's with evaluation tools in them.

MEASURES OF SELF CONCEPT K-12

ATTITUDE TOWARD SCHOOL K-12

Both of these are from the Instructional Objectives Exchange in Los Angeles. The following item is a single inventory from one of these books. I hope that this will give you an idea of how you might use the inventory both as a measure of self awareness plus as a tool to teach more position self concept.

SELF APPRAISAL INVENTORY

Secondary Level

Description and Rationale

This inventory contains sixty-two statements which are to be responded to by the students to indicate strong agreement, agreement, disagreement or strong disagreement with each.

This self report device attempts to secure in a rather straightforward fashion, a student's responses to questions which pertain to four aspects of the self concept. Three of these four dimensions (family, peer, scholastic) are viewed as arenas in which one's self concept has been (or is being) formed. A fourth dimension reflects a more general, global estimate of self esteem. Examples of each dimension (for which subscale scores are obtainable in the inventory) are (1) General: "I can always be trusted."

(2) Family: "I seldom act like my family thinks I should."

(3) Peer: "Most children have fewer friends than I do."

(4) Scholastic: "Schoolwork is fairly easy for me." From these examples it can be seen that if a student wished to answer untruthfully, in such a way that he would be viewed in a better light, it would not be too difficult to do so. Such tendencies to supply false responses can be minimized by administering the inventory in such a way that the anonymity of the respondent is both real and perceived.

Items which represent each subscale within the Self Appraisal Inventory are as follows:

Peer: Items 3, 5, 9, 13, 18, 22, 26, 30, 35, 38, 41, 46, 50, 52, 56, 60.

Family: Items 4, 6, 10, 14, 16, 19, 23, 27, 31, 36, 39, 42, 47, 53, 57, 61.

School: Items 1, 7, 11, 15, 20, 24, 28, 32, 40, 43, 44, 48, 54, 58.

General: Items 2, 8, 12, 17, 21, 25, 29, 33, 34, 37, 45, 49, 51, 55, 59, 62.

Directions for Administration

The Self Appraisal Inventory, Secondary Level, may be administered in three ways, depending upon the dimension(s) of interest:

1. The entire measure (that is, all sixty-two statements) may be used, and a single score obtained, yielding a global estimate of self concept.
2. The entire measure may be administered, but subscales (peer, family, school, general) relating to the various dimensions scored separately, yielding information regarding each dimension of self concept.
3. Only those subscales representing the dimensions of interest may be administered and scored.

It is expected that students will be able to complete the entire inventory in approximately fifteen to twenty minutes.

If the instruments are to be hand scored, the answer sheet provided may be used. If machine scoring is available and is to be used, responses should be recorded on the appropriate answer sheets; additional instruction in the use of these answer sheets may be necessary.

After distributing the instrument to the students, carefully read the directions provided with the inventory aloud. Provide ample time for students to ask questions concerning the response procedure.

If students ask questions regarding interpretations of the statements, emphasize that the inventory calls only for general impressions regarding each statement.

Emphasize that there are no "right" or "wrong" answers. Remind the students that they are not to write their names on the answer sheets. If additional information is needed from students, for example, their class or school, be sure to have them add this information to the answer sheet.

Scoring

Scores may be obtained by assigning points (4, 3, 2, or 1) to each response, as indicated on the scoring guide. Responses which receive 4 points are those which indicate:

1. General favorable perceptions of self (general subscale)
2. Favorable view of self in relations with peers (peer subscale)
3. Favorable view of self in the family context (family subscale)
4. Favorable view of self in school situations, involving school work, teacher, etc. (school subscale)

For hand scoring, scoring templates may be prepared by punching out the holes on an answer sheet, and writing in the values for each response. The template may then be placed over the student's response sheet and point values recorded for responses appearing through the punched holes.

Average scores for a group of students, for the entire inventory or for a particular subscale, may be computed by summing the scores for all pupils and dividing by the number of pupils in the group.

Scoring Guide

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56. 1234
57. 4321
58. 1234
59. 4321
60. 1234
61. 4321
62. 1234

SELF APPRAISAL INVENTORY

Secondary Level

Directions:

Please show whether you agree or disagree with each of the statements in this booklet by marking one of the spaces on the answer sheet.

A = Strongly Agree, B = Agree, C = Disagree, D = Strongly Disagree

For Example:	A	B	C	D
I want to be a movie star.	''	''	■	''
I like chocolate cake.	■	''	''	''

There are no right or wrong answers, so respond to each statement as honestly as you can.

Do not write your name on the answer sheet. Mark whether you are a boy or girl and write your age and grade on the bottom of your answer sheet before you begin the booklet. Do not write on the booklet.

1. School work is fairly easy for me.
2. I am satisfied to be just what I am.
3. I ought to get along better with other people.
4. My family thinks I don't act as I should.

5. People often pick on me.
6. I don't usually do my share of work at home.
7. I sometimes feel upset while I'm at school.
8. I often let other people have their way.

9. I have as many friends as most people.
10. Usually no one pays much attention to me at home.
11. Getting good grades is pretty important to me.
12. I can be trusted as much as anyone.

13. I am well liked by kids my own age.
14. There are times when I would like to leave home.

15. I forget most of what I learn.
16. My family is surprised if I do things with them.

17. I am often not a happy person.
18. I am not lonely very often.
19. My family respects my ideas.
20. I am not a very good student.

21. I often do things that I'm sorry for later.
22. Older kids seem to like me.
23. I sometimes behave badly at home.
24. I often get discouraged in school.

25. I often wish I were younger.
26. I am usually friendly toward other people.
27. I don't usually treat my family as well as I should.
28. My teacher makes me feel I am not good enough.

29. I always like being the way I am.
30. I am just as well liked as most people.
31. I cause trouble to my family.
32. I am slow in finshing my school work.

33. I often am not as happy as I would like to be.
34. I am not as nice looking as most people.
35. I don't have many friends.
36. I feel free to argue with my family.

37. Even if I have something to say, I often don't say it.
38. Sometimes I am among the last to be chosen for teams.
39. I feel that my family always trusts me.
40. I am a good reader.

41. It is hard for me to make friends.
42. My family would help me in any kind of trouble.
43. I am not doing as well in school as I would like to.
44. I find it hard to talk in front of the class.

45. I sometimes feel ashamed of myself.
46. I wish I had more close friends.
47. My family often expects too much of me.
48. I am not very good in my school work.

49. I am not as good a person as I would like to be.
50. Sometimes I am hard to make friends with.
51. I wish I were a different person.
52. People don't usually have much fun when they are with me.

53. I am an important person to my family.
54. People think I am a good student.
55. I am not very sure of myself.
56. Often I don't like to be with other kids.

57. My family and I have a lot of fun together.
58. There are times when I feel like dropping out of school.
59. I can always take care of myself.
60. Many times I would rather be with kids younger than me.

61. My family doesn't usually consider my feelings.
62. I can't be depended on.

ANSWER SHEET

	A	B	C	D		A	B	C	D		A	B	C	D
1.	''	''	''	''	23.	''	''	''	''	45.	''	''	''	''
2.	''	''	''	''	24.	''	''	''	''	46.	''	''	''	''
3.	''	''	''	''	25.	''	''	''	''	47.	''	''	''	''
4.	''	''	''	''	26.	''	''	''	''	48.	''	''	''	''
5.	''	''	''	''	27.	''	''	''	''	49.	''	''	''	''
6.	''	''	''	''	28.	''	''	''	''	50.	''	''	''	''
7.	''	''	''	''	29.	''	''	''	''	51.	''	''	''	''
8.	''	''	''	''	30.	''	''	''	''	52.	''	''	''	''
9.	''	''	''	''	31.	''	''	''	''	53.	''	''	''	''
10.	''	''	''	''	32.	''	''	''	''	54.	''	''	''	''
11.	''	''	''	''	33.	''	''	''	''	55.	''	''	''	''
12.	''	''	''	''	34.	''	''	''	''	56.	''	''	''	''
13.	''	''	''	''	35.	''	''	''	''	57.	''	''	''	''
14.	''	''	''	''	36.	''	''	''	''	58.	''	''	''	''
15.	''	''	''	''	37.	''	''	''	''	59.	''	''	''	''
16.	''	''	''	''	38.	''	''	''	''	60.	''	''	''	''
17.	''	''	''	''	39.	''	''	''	''	61.	''	''	''	''
18.	''	''	''	''	40.	''	''	''	''	62.	''	''	''	''
19.	''	''	''	''	41.	''	''	''	''					
20.	''	''	''	''	42.	''	''	''	''					
21.	''	''	''	''	43.	''	''	''	''					
22.	''	''	''	''	44.	''	''	''	''					

For more information on the theory as well as a specific model follow look in the section on "Games for Occupational Choice and Training," Serious Games, Clark C. Abt, The Viking Press, 1972

For semester or year long activity that can make geography and history live and teach about careers, write to:

Adopt a Ship
Propellor Club of the United States
17 Battery Place
New York, N.Y. 10004

The organization will give your class a merchant vessel's itinerary and addresses. The crew will write letters to your students and mail them from around the world. Think of the questions your class will want answered!!!

VALUE CLARIFICATION

VALUING PROCESSES

"Values" refer to the relatively enduring belief systems that we hold that determine, in large part, our behavior. These values are developed through the experiences an individual has in life, the institutions that he lives within, and the models that he follows. Often, the institutions and models that help determine life style are not chosen freely and are often not meaningful or worthwhile for that person. As well developed, meaningful set of values is carefully considered and passes each of the following seven Valuing Criteria:

1. Chosen freely, not imposed by another person.
2. Chosen from alternatives.
3. Chosen with thought and reflection.
4. Prized and cherished; the person should be proud of his values.
5. Publicly affirmed; the person should be willing to stand up for his beliefs.
6. Acting upon choices; the value should express itself in the actual behavior of the person.
7. Repetition; the person should behave in a consistent manner and repeat his choices.

Values, as defined in this manner, are distinguished from Value Indicators, which are such things as attitudes, aspirations, purposes, interests, and activities. These Value Indicators do not meet the seven Valuing Criteria, but yet they do indicate that beliefs are forming.

In dealing with the development of values, it is important to do two things: to stimulate the individual to think about himself and his values, and to clarify, or help the individual arrive at a deeper level of understanding of himself, his actions, and his choices. In this regard, it is important to avoid moralizing, cutting the person off, or telling him what to do or think.

The use of value clarifying questions is an excellent technique to stimulate the person to think about his beliefs and arrive at a deeper level of understanding regarding them. Some suggested clarifying questions, organized according to Valuing Processes, are presented in the following pages. As Value Indicators are important in the development of values, per se, charts are also given that show how to recognize these.

Involved — Apathetic
1 2 3 4 5 6 7

Religious — Secular
1 2 3 4 5 6 7

Abolitionist — Slavery
1 2 3 4 5 6 7

VALUE SHEET

"You want to know what's relevant? I'll tell you what's relevant--money! That's what's relevant!"

CHANGING TIMES

1. What is "relevant" to you?

2. What do you believe the young man is feeling right now?

3. Are these your feelings too?

4. What would you do if you were the younger person in the picture?

5. If you hadn't read the caption under the picture, how would you have reacted to the picture?

PERSONAL RANK ORDER

Rank order in an order of perceived importance (personal importance) to you:

__________ comfortable life
__________ an exciting life
__________ a sense of accomplishment
__________ a world at peace
__________ a world of beauty
__________ equality
__________ family security
__________ freedom
__________ happiness
__________ inner harmony
__________ mature love
__________ national security
__________ pleasure
__________ salvation
__________ social recognition
__________ self-respect
__________ true friendship
__________ wisdom

"HERE AND NOW WHEEL"

(Value Clarification)

Goal: **Facilitate** openness and honesty of feelings.

Group Size: Group could be unlimited, although the exercise is accomplished in pairs.

Recommended Grade Level: Should be effective with 3rd graders-adults.

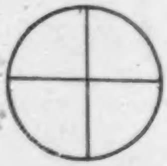
Time Required: Approximately 10 minutes (or less).

Materials Utilized: None required.

Physical Setting: Individuals in pairs close to each other (but not too close).

Process:

1. Person "A" asks Person "B" to give four words that express how he or she is honestly feeling at that moment.



Note: "Here and Now Wheel" could be drawn and each quadrant filled in with a word.

2. Person "A" then asks Person "B" to use one of the words in two sentences.
3. Depending upon the pairs, they may wish to discuss at this point.
4. The roles might then be reversed.

Note: At this point, the above information should remain within the pairs. This could help facilitate trust, rapport, etc.

I. C. PERCEPTION

Read the following case studies and rate the person in each story as how you see that person's chances for fitting into society.

CASE 1

Girl, age sixteen, orphaned, willed to custody of a grandmother by mother, who was separated from alcoholic husband, now deceased. Mother rejected the homely child, who has been proven to lie and to steal sweets. Swallowed penny to attract attention at five. Father was fond of child. Child lived in fantasy as the mistress of father's household for years. Four young uncles and aunts in household cannot be managed by the grandmother, who is widowed. Young uncle drinks; has left home without telling the grandmother his destination. Aunt, emotional over love affair, locks self in room. Grandmother resolves to be more strict with granddaughter since she fears she has failed with own children. Dresses granddaughter oddly. Refused to let her have playmates, put her in braces to keep back straight, did not send her to grade school. Aunt on paternal side of family crippled; uncle asthmatic.

0 ——/——/——/——/——/——/——/——/——/—— 100

CASE 2

Boy, senior year secondary school, has obtained certificate from physician stating that nervious breakdown makes it necessary for him to leave school for six months. Boy not a good all-around student; has no friends--teachers find him a problem--spoke late--father ashamed of son's lack of athletic ability--poor adjustment to school. Boy has odd mannerisms, makes up own religion, chants hymns to him-self--parents regard him as "different."

0 ——/——/——/——/——/——/——/——/——/—— 100

CASE 3

Boy, age six; head large at birth. Thought to have brain fever. Three siblings died before his birth. Mother does not agree with relatives and neighbors that child is probably abnormal. Child sent to school--diagnosed as mentally ill by teacher. Mother is angry--withdraws child from school, says she will teach him/herself.

0 ——/——/——/——/——/——/——/——/——/—— 100

SELF-RATING INSTRUMENT

NAME ______________________________

(Can't Concentrate)

1. A lot of times, when I want to get something done, I can figure out what it's got to be like when I'm finished, but nothing I do seems to get me there. I can't seem to figure out the way to do it. I'll think a little and try one way. When that doesn't work, I'll think some more. Then I'll try another way, and that won't work either. There seems to be a lot of ways to start, but I'm never sure which way will get me where I want to go. Somebody will try to explain the way to do it to me, but it's hard for me to understand, even when they say it a few times. It always looks as if everybody gets things done before I do.

This is me. ____________ This is me sometimes. ____________

This is not me at all. ____________

(Misses the Meaning)

2. When somebody is explaining something, a lot of the time I think that I understand what he said, but when I try to say it back or explain it to somebody else, I find that I missed the point. Sometimes I'm trying to figure out what something means, I don't get anything out of it, while everybody else gets it easily. Sometimes the gang laughs at some joke and it doesn't sound funny to me at all. A teacher can tell us carefully what we have to do, but I'm never sure I'll get it right. When I have reading for homework I read every word, but still sometimes I don't have any idea of what the book is saying. I try to study hard, but I don't seem to get out of it what other people get out of it.

This is me. ____________ This is me sometimes. ____________

This is not me at all. ____________

(Rigid, "In-a-Rut")

3. When something has to get done, I like to do it the way I've done things before. I don't like new ways of doing things. I know that if something has worked before, it will work again. I don't like it when I'm in a group and everybody is trying to figure out a different way of doing something. It seems to me nothing ever gets done that way. Somebody will say, "Let's try it this way." I will answer, or I would like to answer, "What's wrong with the old way?" With all the things there are to do, I don't think we'd ever get anywhere if we didn't have some kind of a regular way of doing them.

This is me. ____________________ This is me sometimes. ____________

This is not me at all. ____________________

(Overly Dependent)

4. When I get stuck in my work, I look around for somebody to help me. Sometimes it's hard to get started, because I'm not sure about what I'm supposed to do. Then somebody explains it to me and it's all right--I go ahead till I get stuck again and need more help. Everything always seems to work out for me after it's been explained, but I need a lot of help. Sometimes somebody tells me that I should try to figure things out for myself, but what can you do when it won't work out? You have to ask for help. If people want to help you, I don't think there's anything wrong with asking them for help.

This is me. ____________________ This is me sometimes. ____________

This is not me at all. ____________________

(Loud, Dogmatic and Overly Assertive)

5. I like to come right out with what I think. People tell me that I think I'm always right about everything I say. Also, they say I'm pretty loud about it, and even yell sometimes. Once in a while, that hurts somebody's feelings, but I can't help that, if what I'm saying the truth. Truth is the important thing. Maybe I should be nicer to people, but if I think something is true, I have to say it, don't I? Sometimes that means that I really have to argue with them, but I want to show them what my ideas are. I know what I know.

This is me. ____________________ This is me sometimes. ____________

This is not me at all. ____________________

(Impulsive)

6. When I want to do something, I always like to get to it right away. When I have to decide about anything, I make my decision quickly. Sometimes when I think about it, I decide that I might have done it another way, but doesn't matter the next time. I'll still do the first thing that comes into my head, usually. It does turn out, once in a while, that I've done something the wrong way, or that it could have been done better, but I don't like sitting around. I like to do things all the time.

This is me. ____________________ This is me sometimes. ____________

This is not me at all. ____________________

(Under-Confident)

7. I don't talk much in class. When I get an idea, I don't like to talk to talk about it. Maybe its a wrong idea and people will laugh at me. When the teacher asks a question I sometimes think of a good answer,

but I am afraid to say it. I'm afraid that the teacher and the other children will think that I'm not very smart.

This is me. ____________ This is me sometimes. ____________

This is not me at all. ____________

(Anti-think)

8. I like doing things. I don't like to think about why I'm doing them, or how I'm doing them. A lot of people like to think about everything before they do it. This makes me mad. It is a waste of time, and can even get you all fouled up. I always say, "If you have a job to do, just go ahead and do it."

This is me. ____________ This is me sometimes. ____________

This is not me at all. ____________

UNFINISHED SENTENCES

My bluest days are ...

My best friend can be counted on to ...

I am best at ...

My parents are usually ...

People can hurt my feelings most by ...

People who wear long hair ...

Those with whom I work the closest are ...

In a group I am ...

People who agree with me make me feel ...

Strong independent people ...

When people depend upon me, I ...

I get angry when ...

I have accomplished ...

Being part of a group that has been together for a long time ...

I get real pleasure from being part of a group when ...

People who expect a lot from me make me feel ...

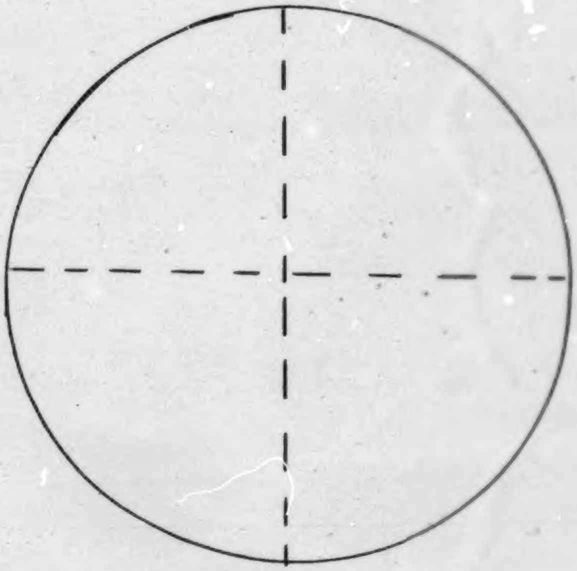
Other people are frightened most by ...

THE PIE OF LIFE

Estimate how many hours or parts of hours during each day do you spend on each of the following activities? The whole circle represents 24 hours; each section represents 6 hours.

On a second sheet put in the times you would more like to spend on these activities.

1. On SLEEP
2. On SCHOOL
3. At WORK, at a job that earns you money
4. With FRIENDS, socializing, playing sports, etc.
5. On HOMEWORK
6. ALONE, playing, reading, watching TV
7. On CHORES around the house
8. With FAMILY, including meal times
9. On MISCELLANEOUS other pastimes



In presenting some valuing material, it may appear that certain individuals are not really thinking when they are answering questions or rank ordering items. The fact that they do have to put items in order or they do have to clarify an answer is in itself proof that the individual has done some thinking. It is important once again to state that **not every student** is going to have identical life styles and values that agree with yours. Your job as teacher is to have him clarify if this is really his value or if it is one he wishes to retain.

HUCKLEBERRY FINN: A VALUES EXPLORATION

The novel HUCKLEBERRY FINN, very simply, is a story about a young boy who has difficulty relating and adapting to the society in which he lives. Huck Finn, the young boy, is faced with many ethical and moral problems. These values problems hamper Huck's ability to make many of his real-life decisions.

Since modern youngsters, like Huck, are concerned with value choices and decision making, we suggest an exploration of Huck Finn's values and how his values relate to present adolescents. The value approach we advocate, for exploration, lets students choose freely from alternatives after careful consideration of the consequences. Also, students should feel good about choices and be willing to affirm their choices publicly. Finally, they act out their choices and act repeatedly so that it becomes a pattern in their lives. Then, if all of the above criteria are present, the value awareness process is complete.

The specific technique we suggest is called the value continuum. This technique works like this: the class or the teacher identifies an issue to be discussed in class. Then two polar positions are identified and the task of the class is to identify other positions in the issue and try to place them on the continuum, both in relationship to the poles and to positions already placed. Also, students are asked to place themselves on the continuum, to express how they feel or think about a particular issue. Or, if they are hesitant to reveal themselves, a hypothetical person may be substituted.

Examples:

Ask students to place Huck, as they see him, on the following continuums.

Honest						Dishonest
1	2	3	4	5	6	7

Brave						Cowardly
1	2	3	4	5	6	7

SIMULATIONS

The choice of an occupation ranks in significance with the choice of a mate. Freud advised that in making these two basic choices in life, consideration should not be limited to rational analysis but should also include the deepest intuitions. Intuition tends to be more fruitful when based on broad factual knowledge and experience -- and experience is precisely what most students choosing a vocation do not have.

As much as possible you should attempt to vicariously give experience to your students. Simulations of the real world within the class room can do this.

The basic things to be included in an occupational oriented simulation would be:

The nature of the Job
The Rewards
The entry requirements
Opportunity for Advancement
Opportunities for Self-Realization

"These requirements need to be translated into specific of our characteristics. The players should engage in "play activities that simulate the nature of the occupation." In order for a student to "win" the game he has to realize his own ideal mix of pay, status, and amount of leisure time. Opportunities for advancement or entry to the occupation can be offered by having alternate choices being offered each with separate consequences.